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ABSTRACT

The report provides a general description of the Handicapped Children's Early Education Program (HCEEP) projects, abstracts of individual projects, and a means of identifying individual projects by location and common characteristics. After an introduction, the overview summarizes the activities of each of the five types of HCEEP projects - demonstration, outreach, state implementation grants, early childhood research institutes, and technical assistance centers. The major portion of the report is abstracts of each of the 215 HCEEP projects, which are arranged alphabetically by state and city within each of the five areas. Each abstract contains information on the agency, address, characteristics of the target population, the program for children, measures of child progress, the program for parents, staff development, and special features of the program (when applicable). Appendixes provide guides for locating information in the abstracts (such as handicapping conditions of children served, demographic characteristics of the target population, project activities) and supplementary information about outreach projects. (Author/PHR)

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1978-79 Overview and Directory

Handicapped Children's Early Education Program

Program Development Branch
Division of Innovation and Development
Bureau of Education for the Handicapped
U.S. Office of Education

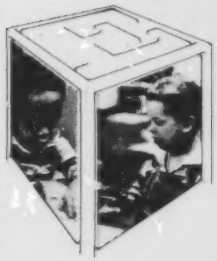

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TABLE OF CONTENTS

Preface, v

Introduction, 1

Overview, 5

Abstracts, 13

- Demonstration, 001 - 127
- Outreach, 128 - 186
- State Implementation Grants, 187 - 208
- Early Childhood Research Institutes, 209 - 212
- Technical Assistance Centers, 213 - 215

Appendices

- A. HCEEP Project Listing, a.1
- B. HCEEP Project Index, b.1
- C. Impact of 1977-78 Outreach Projects, c.1

PREFACE

This document represents a joint effort by the Bureau of Education for the Handicapped (BEH), the Technical Assistance Development System (TADS), and the Western States Technical Assistance Resource (WESTAR) to provide both a directory and an overview of the 215 projects supported by grants and contracts of the Handicapped Children's Early Education Program (HCEEP).

HCEEP has as its purpose the development and implementation of experimental programs for young handicapped children and their families. To accomplish this mission, five distinct types of projects have been created over the ten years of HCEEP's existence: (a) Demonstration, (b) Outreach, (c) State Implementation Grants, (d) Early Childhood Research Institutes, and (e) Technical Assistance Centers.

The Overview and Directory provides a general description of HCEEP projects, abstracts of individual projects, and a means of identifying individual projects by location and common characteristics. The document has four sections:

1. The INTRODUCTION describes the Handicapped Children's Early Education Program.
2. The OVERVIEW summarizes the activities of the five types of HCEEP projects.
3. The ABSTRACTS identify characteristics of each of the 215 projects funded under the program.
4. The APPENDICES provide guides for locating information in the abstracts (e.g., handicapping conditions of children served, demographic characteristics of the target population, project activities) and supplementary information about outreach projects.

The Overview and Directory summarizes HCEEP's activities for 1978-79, representing the newest and very best efforts in the development of models for delivery of services to young handicapped children. As such, it will provide BEH with a clear description of the HCEEP network and information for management decisions, dissemination efforts, and reports to those groups and organizations to whom BEH is accountable.

HCEEP-funded projects will benefit from the Overview and Directory as well. It will help them to identify others in the field who can provide assistance and expertise in solving the many difficult problems encountered in the process of developing a model project. Also, projects can use this document to demonstrate to other professionals and agencies the massive scope of the effort in which they are participating.

TADS and WESTAR will certainly benefit from this document as a means of sharing information about the various projects they serve. It can be used to identify new resources and expertise to improve the delivery of technical assistance and to stimulate interest in the entire early childhood effort. Many parents, teachers, and administrators are still unaware of the wealth of information available in the area of early childhood education and of the considerable resources of HCEEP demonstration and outreach projects.

Finally, this document will stimulate interest and provide information to those wanting to deliver services to young handicapped children and their families. BEH, TADS, and WESTAR hope that readers will find this document useful to them in their work in the rapidly changing field of early education for handicapped children.

Additional sources of information about HCEEP may also be of interest. Early Childhood Education for Exceptional Children: A Handbook of Ideas and Exemplary Practices, 1977, edited by June Jordan, Alice Hayden, Merle Karnes, and Mary Wood, is available from the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. HCEEP Outreach: Selected Readings, edited by Bill Swan, is available from HCEEP, 400 Maryland Avenue S.W., Washington, D. C. 20202. (Application information for those interested in submitting HCEEP proposals can be obtained from the same address.) Other project-developed materials are included in individual abstracts and are referenced in Appendix B.

INTRODUCTION

Jane DeWeerd
Section Chief, Early Childhood Education
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In 1968 the Congress held hearings which led to the passage of legislation establishing the Handicapped Children's Early Education Program (HCEEP). The hearings pointed to the need for locally-designed ways to serve infants, young children, and their families; to gather more information on effective programs and techniques; and to distribute visible, replicable models throughout the country.

HCEEP began as a small program of 24 demonstration projects. As circumstances in the field changed, HCEEP has evolved into an effort with five, major, complementary components (see Figure 1) and 215 projects.

DEMONSTRATION

At present there are 127 demonstration projects sponsored by private agencies, universities, local schools, State Education Agencies, and other agencies. Demonstration projects feature these components: child identification and assessment, educational/therapeutic programming for children, evaluation of child progress, active parent/family participation, inservice training, coordination with public schools and other agencies, evaluation of project objectives, and demonstration and dissemination of project information. The requirement for interagency coordination has

FIGURE 1

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

PURPOSE: TO ASSIST IN DEVELOPING AND IMPLEMENTING INNOVATIVE EXPERIMENTAL PROGRAMS FOR YOUNG HANDICAPPED CHILDREN (BIRTH TO EIGHT YEARS) AND THEIR FAMILIES

PROJECTS	DEMONSTRATION	OUTREACH	STATE IMPLEMENTATION	EARLY CHILDHOOD INSTITUTES	TECHNICAL ASSISTANCE CENTERS
GOALS	DEVELOPMENT OF EXEMPLARY MODELS: DEMONSTRATION AND DISSEMINATION	STIMULATION OF INCREASED AND HIGH QUALITY SERVICES	IMPLEMENTATION OF EARLY CHILDHOOD STATE PLANS	LONG TERM INVESTIGATION OF SELECTED ASPECTS OF EARLY EDUCATION FOR HANDICAPPED CHILDREN	TECHNICAL ASSISTANCE TO DEMONSTRATION PROJECTS AND STATE IMPLEMENTATION PROJECTS
ACTIVITIES	SERVICES TO CHILDREN SERVICES TO PARENTS STAFF DEVELOPMENT PROGRAM EVALUATION DEMONSTRATION AND DISSEMINATION	BROAD DISSEMINATION OF INFORMATION PRODUCT DEVELOPMENT AND DISTRIBUTION STIMULATING ADDITIONAL SERVICES TRAINING CONSULTATION STATE INVOLVEMENT AND COORDINATION	ASSESSMENT OF NEEDS TRAINING DATA COLLECTION AND ANALYSIS	RESEARCH INTO DIRECT APPLICATION OF EARLY EDUCATION PROGRAMS IN TYPICAL SETTINGS	ASSESSMENT OF NEEDS PROGRAM PLANNING EXPERT CONSULTATION EVALUATION
ELIGIBLE PARTIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	STATE EDUCATION AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES
TYPE OF FUNDING	GRANT	GRANT	GRANT	CONTRACT	CONTRACT
FUNDING PERIOD	3 YEARS, ANNUAL RENEWAL	3 YEARS, ANNUAL RENEWAL	1 YEAR POTENTIAL 1 YEAR RENEWAL	5 YEARS POTENTIAL 5 YEAR RENEWAL	3 YEARS, ANNUAL RENEWAL

resulted in a great deal of ongoing interaction among many public and private agencies. Programs sponsored by more than one agency have often proven effective. At least eight states have developed active consortia, some of which have undertaken cooperative efforts with State Education Agencies. In the current year, two new consortia were formed, one of projects serving rural areas and another of projects for children from birth to mandated age. The latter projects are largely based in medical centers.

The continuation and replication rates of projects within the program have been high. A recent study of the first 24 projects funded in 1969 shows that 80 percent are still operating on other funding, as are many replications of those projects. Project progress reports show that more children have left the projects to enter regular placements (some with resource help) than to enter self-contained special education classrooms. Each year for which data have been collected, hundreds of "graduates" have successfully entered programs which either could not take or could not maintain the same children before they received special help in the projects. An evaluation of randomly selected children conducted by the Battelle Center for Improved Education (1976) shows that it was not uncommon for children to have gained one and one-half to two times more than would have been expected in the absence of project experiences. Experience with the program to date has indicated that many capable and hard-working people are involved in early education programs for handicapped children, and that many young children with handicaps are capable of making greater gains in these crucially important early years than their prognoses had anticipated.

Table 1 provides a summary of the ages and handicapping conditions of children served by 127 demonstration and 59 outreach projects as of July 1, 1978.

TECHNICAL ASSISTANCE

The second component to be developed within HCEEP was technical assistance. Technical Assistance Development System (TADS) and Western States Technical Assistance Resource (WESTAR) work with demonstration projects to develop quality programming by helping them meet their objectives and needs. These agencies have pioneered in developing procedures for the systematic delivery of technical assistance, and they are active in information dissemination. They currently work with state implementation grant projects as well as demonstration projects. A third technical assistance agency has also been funded by BEH, in cooperation with the Division of Personnel Preparation. The Moton Education for the Handicapped Program acts to stimulate proposal applications and assists TADS and WESTAR in the delivery of technical assistance.

OUTREACH

Experience with demonstration projects has revealed that most projects have been able to obtain continuation of direct services to children and families from other sources. Many demonstration projects have been successful at responding to requests from other agencies for help in training staff and/or initiating or improving their services, based on the project's work. To meet such requests, a new HCEEP component, outreach, was developed. Outreach has proven to be a very cost-effective mechanism for stimulating quality services.

As HCEEP moved toward increasing quality control, plans were developed to refine the outreach component. They call for approval of projects for dissemination by the Joint Dissemination Review Panel or other Office of Education approval mechanisms. When revised regulations have been accepted, only approved "model/outreach" projects will be funded to carry out outreach activities to other agencies. The major criterion for approval is evidence of effective educational/therapeutic programming for children. Presently twelve HCEEP projects have been approved by JDRP. (Refer to Appendix B for 1978-79 outreach projects with JDRP approval.)

STATE IMPLEMENTATION GRANTS

The next component to be introduced was the state implementation grant (SIG). This component is designed to help a State Education Agency build its capacity to move ahead more rapidly in carrying out its state plans to develop and expand early intervention services for handicapped children. SIGs meet a need for personnel trained in early education for handicapped children who have the time to devote to needs and resource assessment, detailed

action planning, technical assistance and training, development of parent participation activities, and state-level coordination of services among agencies dealing with young children. These grants provide administrative resources, rather than direct services to children. Progress report data from the SIGs show that they have tremendous potential for making significant state-level changes in a relatively short period of time. Some of the states have produced striking progress, and state systems have changed through this mechanism.

EARLY CHILDHOOD RESEARCH INSTITUTES

Early childhood research institutes, a joint effort with the Research Projects Branch, are the most recent component to be developed in HCEEP. Four institutes are conducting long-term studies to add to the knowledge base on such topics as social, emotional, physical, cognitive, and behavioral aspects of the child; theories and methods of intervention; parent-child interaction; and assessment approaches.

Projects within these five components of HCEEP are seeking practical solutions to complex problems. Projects are in various stages of model development and service delivery, and they are committed to finding better ways to work with young handicapped children and their families and to share the results of their work with others.

TABLE 1
Summary Descriptors by Age and Primary Handicapping Condition* of HCEEP Demonstration and Outreach Projects, 1978-79

AGE IN YEARS	MR	ED	SI	HI	VI	OH	MX	NC	LD	SP	MT	HR	DD	CO	ALL	OTHER	TOTAL
0-1							1										1
0-1½							1										1
0-2							5			1		1					7
0-3	1	1		2		1	14			2	1	3	2		2		29
0-4	2						6			1	1						10
0-5	3			2			18	1		6	1	3	1		1		37
0-6					1		3			5							9
0-8	1	1		2	2		7	1		7	1					3	25
1½-3							1										1
1½-5													1				1
2-5							4										4
2-6																1	1
2½-6		1															1
2-8		3					1			1							5
3-4							3										3
3-5		1	2	1		1	14									6	25
3-6							2			2							4
3-7							1										1
3-8	2		1			1	10	1	1	1							17
4-5													1				1
4-6							1										1
5-8						1											1
OTHER																1	1
TOTALS	9	7	3	7	3	4	93	3	1	26	4	7	5	- 3		11	186

* Handicapping Conditions: MR mentally retarded; ED emotionally disturbed; SI speech impaired; HI hearing impaired; VI visually impaired; OH orthopedically handicapped; MX mixed; NC non-categorical; LD learning disabled; SP severe/profound; MT multiple; HR at high risk; DD developmental disability; CO combination; ALL all.

OVERVIEW

DEMONSTRATION PROJECTS

Demonstration projects provide communities with visible models of innovative approaches to the early education of handicapped children. They represent a variety of intervention styles and help children with a broad range of handicaps to increase their language skills, intellectual and physical achievement, and social and emotional development.

By directly providing special services to children and their families, projects demonstrate to educators and the public the value of early intervention for the handicapped and the effectiveness of their unique approaches. They also develop and disseminate educational materials and information so that others can replicate effective program components to meet their own needs.

BEH provides demonstration projects with three years of support. During 1978-79, 127 first-, second-, and third-year demonstration projects are funded throughout the nation. While primarily educational in focus, the projects are administered by several types of agencies. As Table 2 indicates, primary among these are educational agencies--local, regional, and state. Other agencies in which projects can be found include colleges and universities, private nonprofit organizations, public agencies other than educational ones, and hospitals and medical schools.

Table 3 lists by age the number of children with various handicapping conditions receiving major services from demonstration projects during fiscal 1978-79. Children served by these projects are most often five years old or younger and have diverse handicaps. Some projects focus on a particular handicapping condition, while others work with all handicapped children within their service area.

Demonstration projects vary along a number of dimensions. They range in location from rural to inner-city and serve children from diverse social and economic backgrounds. Services are provided in a variety of settings from home-based to institution-affiliated, from public to private.

Demonstration projects often reach out to other people as their major target population, who in turn help handicapped children make educational gains. Parents and families are "important others." So are teachers. But regardless of the types of services offered by projects, the ultimate goal is improved opportunities for handicapped youngsters.

TABLE 2
Fiscal Agencies
of 1978-79 Demonstration Projects
(N=127)

Type of Agency	No. of Projects	Percent of Total
Local Education Agencies (LEAs)	53	42
Institutions of higher education	25	20
Private, nonprofit organizations	19	15
Public agencies (other than educational)	15	12
Hospitals & medical schools	12	9
Indian tribes	2	1
Volunteer service agencies	1	1

Direct intervention for children takes many forms, depending upon both the individual needs of the young client and the model for service delivery being demonstrated. As required by law, all projects develop an individualized educational program (IEP) for each child which includes goals, teaching methods, and recommended materials. As the child's needs change, so does the plan. The IEP and the model for services insure progress toward development of sensory-motor skills, language/communication skills, cognitive-academic skills, social-emotional skills and behavioral and self-help skills.

Many projects teach children in "mainstreamed" classrooms with nonhandicapped youngsters. And some use multidisciplinary approaches, drawing on a broad range of professionals for input relevant to the education of children.

A wide range of instruments are used for assessing children's progress in addition to those listed in Appendix B. Individual projects have developed observational checklists and other measurement techniques tailored to their own needs. Projects are also using videotape records, self-concept measures, and appropriate medical examination procedures.

Schedules for assessing child progress vary, with most projects gathering data at two- to six-month intervals. In other projects, assessment is part of educational programming or takes place on a pre- and posttest basis (see Table 4).

Few parents are prepared to meet all the needs of a handicapped child. They need help in understanding their child's disability and in working with their child. All

TABLE 3
Ages and Handicapping Conditions of Children Served by Demonstration Projects
(based on information provided by 121 projects)*

Type of Handicap	Number of Children by Age					
	0-2	3-5	6-9	10-12	13-18	Total
Trainable mentally retarded	194	311	65	1	5	576
Educable mentally retarded	174	361	63	...	...	598
Specific learning disabilities	32	242	74	3	...	351
Deaf-blind	11	10	...	...	...	21
Deaf or hard of hearing	79	100	23	...	...	202
Visually handicapped	53	42	10	...	...	105
Seriously emotionally disturbed	35	122	14	...	...	171
Speech impaired	160	317	145	1	2	625
Other health impaired	205	120	14	...	...	339
Orthopedically handicapped	199	169	36	...	...	404
Total	1142**	1794	444	5	7	3392
Multi-handicapped	368	488	91	2	...	949

* This table displays summary data gathered from the reporting form used by projects for their progress reports to BEH. The number of children listed in lines 1 through 10 includes a tally of the primary handicapping conditions of those children identified in line 12 as "multi-handicapped." This accounts for the discrepancy in actual totals for lines 1 through 10 and the total figure given in line 11.

** Includes data from two projects that listed their children as noncategorical.

demonstration projects deliver these services to parents by providing information, upgrading parents' teaching skills, and/or offering counseling. Some of the more specific types of services that projects report delivering to parents are listed in Figure 2. The role of parents and family members is an active, important one which also includes assistance in the planning and evaluation of their child's educational programming.

TABLE 4
Frequency of Child Assessment in Demonstration Projects

Assessment Interval	No. of Projects Reporting*
Regularly, as part of programming	38
Monthly	6
Every 2-6 months	57
Every 7-12 months	3
Annually	15
Pre-post (at entry and exit or beginning and end of year	33
At entry to the program	9
At exit from the program	1
After exit (follow-up)	2

*Multiple kinds of assessments are represented in these figures.

Staff development is also one of the basic components of an exemplary program for serving children. Professional skills and understanding are continually upgraded in demonstration projects. The most common form of staff development is inservice training, using seminars and orientation programs, but many other methods are also used. Those frequently reported in the abstracts include staff meetings, case conferences, university courses, and other professional training.

Some demonstration projects have additional goals not already described. They improve interagency and community cooperation in the serving of handicapped children and provide a training ground for talented persons desiring to work with handicapped youngsters. Many develop curriculum materials and diagnostic methods and make them available to other professionals.

FIGURE 2
Examples of Parent Services Delivered by Demonstration Projects

- -identification of parental needs and learning goals
- -development of instructional materials
- -opportunities for participation as classroom observers or teachers
- -parent/staff conferences
- -counseling groups
- -social groups
- -notes and newsletters
- -parent training workshops
- -records of child progress for parents to maintain
- -opportunities for advocacy
- -opportunities for advisory board participation

OUTREACH PROJECTS

The HCEEP outreach component enables those who began as demonstration projects to continue sharing their expertise with others. Outreach projects have two major purposes: (a) to develop effective outreach models for preschool handicapped children and their families, and (b) to stimulate increased high-quality services by others.

To accomplish these purposes, outreach projects participate in the following kinds of activities: (a) increasing awareness of the project's model program and the need for services for young handicapped children, (b) developing and disseminating products, (c) stimulating development of high quality programs for children and their families, (d) stimulating state involvement in services, (e) training, and (f) providing other specific consultative assistance. New projects are funded on an annual review basis for up to three years.

Support for BEH-sponsored outreach activities is being received by 59 projects in 1978-79. As with demonstration projects, they are administered by a variety of fiscal agencies (see Table 5).

TABLE 5
Fiscal Agencies
of 1978-79 Outreach Projects
(N=59)

Type of Agency	No. of Projects	Percent of Total
Educational agencies	20	34
Institutions of higher education	20	34
Private, nonprofit organizations	11	18
Public agencies (other than educational)	5	8
Other organizations	3	4

In addition to their outreach activities, projects are required to continue service delivery to children and families using other than BEH project funds. Sources of additional funding for direct services vary considerably; many projects receive funds for their direct service components from more than one source. Funds for the continuation of direct services to children and their families are most often received from educational agencies, federal agencies, and public agencies (see Table 6).

TABLE 6
Agencies Funding Direct Services
Component of Outreach Projects
(N=58)

Type of Agency	No. of Projects Reporting*
Educational agencies	28
Federal agencies	17
Public agencies (other than educational)	15
Institutions of higher education	8
Private, nonprofit organizations	7
Private contributions and foundations	5
Other	3

* The larger number of projects listed here reflects the provision of funds to some projects from more than one type of agency.

The distribution of outreach efforts, as reported in the abstracts, is relatively uniform across four primary activities--public awareness, product development/dissemination, program stimulation, and training--with less effort being reported in the areas of state involvement and general consultation. In addition, more than a dozen projects reported being involved in research and evaluation activities (see Table 7).

TABLE 7
Activities of 1978-79 Outreach Projects
(N=59)

Activities	No. of Projects Reporting
Public awareness	39
Product development/ dissemination	44
Stimulation of programs	37
Training	43
State involvement	13
General consultation	15
Research/evaluation	14

Examples of specific awareness activities include advertising/promotional efforts (mass mailings, journal articles, convention/conference presentations, university seminars, mass media articles, newsletters, exhibits, and materials distribution) and demonstrations of model components on site and at conferences and workshops.

Various types of products are being developed by outreach projects, including guides for parents, curricula, training manuals, assessment instruments, and bibliographies. Media vary from print to slides, videotapes, audiotapes, and films. See the Index (Appendix B) for a listing of products available from outreach projects.

The service sites stimulated by outreach projects number over 400.

Training is consistently reported as an integral part of outreach efforts. A wide range of activities are listed by projects, including short-term training practicum-internship placement, and participation with colleges and universities in affiliated course work. Thus, the data on number of persons trained reflect not only skills training for model replication, but also

general awareness training as part of the content of early childhood course work and information-sharing workshops. Keeping these considerations in mind, outreach projects reported a total of 52,008 people trained.

Stimulating state involvement in services for the young handicapped as a primary activity was mentioned by relatively few projects. The 13 which did report such a thrust are developing coordinated referral networks, linking resources together, assisting in development and revision of legislation, developing state early childhood plans, working with consortia, participating on advisory boards, and assisting in policy formulation.

General consultative activities reported include consultation on a number of specific topics, support to other projects, and screening of children.

Research and evaluation efforts reported include evaluation of service delivery and outreach efforts. Research studies of specific aspects of the service delivery program and the collection of child growth and development data over time were also reported.

As of January 1, 1979, 12 outreach projects have received approval by the Joint Dissemination Review Panel (JDRP). Nine of these projects are currently funded and are identified in Appendix B.

STATE IMPLEMENTATION GRANTS

As noted in the Introduction, state implementation grants (SIGs) are provided to state education agencies. Twenty-two SIGs are funded for FY 1978-79. The primary purpose of the SIG program is to implement statewide plans for the education of young handicapped children. This section describes the SIGs with regard to their specific statewide activities.

SIG activities fall into six basic descriptive areas: awareness, training, statewide technical assistance, parent involvement, interagency activities, and product development and dissemination. In addition, SIGs report other activities involving state-level support of programming for preschool handicapped children.

Awareness

Eight states report SIG activities related to awareness programs, such as public awareness campaigns and brochures, telephone hotline systems for information and referral, public service announcements, newsletters, directories of service providers, dissemination of exemplary program practices, child find brochures, information clearinghouses for dissemination of materials, and communication networks between public and private agencies.

Training

Eighteen SIGs report training activities as part of their SIG endeavors. These include: parent training programs, inservice training for parents and teachers, preservice training, development of methods for training, development of training modules, and interagency team training. The number of personnel trained ranges according to the training activity and its focus. Approximately 2,500 people have been trained to date through SIG endeavors.

Statewide Technical Assistance

Six SIGs report statewide technical assistance activities. These activities include: the provision of individualized technical assistance to local and state-level programs, development of a statewide system for technical assistance, provision of technical assistance to a network of parent programs and carrying out needs assessments with parents and teachers.

Parent Involvement

Six SIGs report parent involvement activities. These activities include: involving parents in planning statewide services for preschool handicapped children, developing parent involvement programs and materials, providing home-bound training to parents, preparing parents for advocacy roles, developing toy and parent resource libraries, and developing guidelines for the inclusion of parent training in local preschool programs for handicapped children.

Interagency Activities

Twelve SIGs report interagency activities. These activities include: development of plans for the coordination of all state agencies providing services to preschool

handicapped children, establishment of formal interagency agreements at state and local levels, development of procedural guidelines for interagency coordination, development of interagency task forces, service directories and matrices of services provided, and training of local interagency teams.

Product Development

Twelve SIGs report product development activities. These products include: standards and guidelines for early childhood special education programs, service directories, child find materials, certification standards, slide-tape presentations, administrators' manuals, parent involvement manuals, statewide curricula, training handbooks and modules, guidelines for parent involvement, and conference proceedings documents.

Sites Stimulated

Twelve SIGs report the numbers of sites stimulated by their SIG. Two SIGs report stimulating up to three sites, three states report stimulating three to 15 sites, six states report stimulating 15 to 30 sites, while one state has stimulated 53 sites.

Other Activities

Within each SIG, state-specific activities are also conducted. Some of these are not captured in one of the six main activity areas. Ten states report SIG activities related to statewide child find endeavors. Three SIGs report legislative support activities.

EARLY CHILDHOOD RESEARCH INSTITUTES

Four Early Childhood Research Institutes conduct research on the development of young handicapped children, their families and/or primary caretakers, and the children's environments. The institutes are in the second year of their five-year contracts with BEH.

The primary research goals of each institute (listed below) give an indication of the types of studies being conducted.

University of California at Los Angeles

a. To study characteristics and abilities of young handicapped infants and children.

b. To assess and understand available family and community resources.

c. To determine the nature of the educational programs or interventions that prepare handicapped children for continuing and successful participation in a larger social world.

University of Kansas

a. To identify the components of effective educational programs for handicapped children and suspected high-risk children.

b. To isolate elements of the child's larger environment (e.g., health care after birth, or the home and family) that are functionally related to development.

c. To identify patterns of child behavior or static characteristics that signal certain developmental outcomes and/or the need for particular interventions for remediating or preventing handicaps among young children.

Educational Testing Service and Roosevelt Hospital

a. To develop more effective techniques for early identification of children at risk for developmental dysfunction.

b. To design broader and more sensitive assessment tools for use with known handicapped children.

c. To collect a body of information on the development of normal, handicapped, and at-risk infant populations.

d. To develop more effective methods of intervention for handicapped infants.

e. To carry out systematic evaluation of the intervention techniques developed.

f. To measure the relationship between a handicapped infant's development and the child's larger environment.

University of North Carolina

a. To identify and evaluate significant child and family variables in early intervention of the handicapped.

b. To develop and evaluate intervention strategies and materials to prevent or ameliorate handicapping conditions.

The institutes' activities include preparing literature reviews, developing research strategies and measurement techniques,

developing intervention-related curricula and materials, training and consulting, conducting and reporting research studies, and disseminating information regarding individual and inter-institute research.

TECHNICAL ASSISTANCE CENTERS

Helping special children is a complex business. The professionals who work with children and families in the Handicapped Children's Early Education Program need as much moral, financial, and technical support as possible. One of the ways BEH provides this support to demonstration projects and state implementation grant programs is through technical assistance agencies established and funded by the Bureau.

The Technical Assistance Development System (TADS) serves all HCEEP demonstration projects and SIGs in states and territories east of the Mississippi River, except for Illinois, Mississippi, and Wisconsin. It is part of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill.

The Western States Technical Assistance Resource (WESTAR) serves demonstration and SIG projects west of the Mississippi River and Illinois, Mississippi, and Wisconsin. It operates under the auspices of three organizations: the University of Washington, the Teaching Research Division of the Oregon State System of Higher Education, and the National Association of State Directors of Special Education.

The Moton Education for the Handicapped Program (Early Childhood Handicapped Education Component) is funded to provide services related to proposal stimulation and development and to serve as a resource to TADS and WESTAR in areas of technical assistance and training conferences.

The term "technical assistance" (TA) refers to a particular role that these agencies fulfill within the HCEEP network. The role is that of an ongoing and non-evaluative helping resource. The TA centers do not provide direct technical assistance to outreach projects and the research institutes, but they do maintain liaison with them and provide some information services.

TADS and WESTAR offer a broad range of support services that assist HCEEP grantees in managing their programs and accomplishing their goals. Through individual on-site consultations, projects receive assistance with program planning and implementation. At small group workshops and larger topical conferences, project personnel are brought together to address common needs and share information. Field visits between projects promote collaboration and the transfer of new practices and products. A mutual understanding of how specific technical assistance plans will be carried out is captured in a written agreement between the TA agency and the client project.

The TA agencies also develop printed materials that address HCEEP needs and concerns. TADS and WESTAR each publish newsletters for the entire HCEEP network and other products including bibliographies, planning guides, topical papers, and the HCEEP Overview and Directory. Moton also has available print resources for HCEEP projects dealing with proposal writing, staff development, and other topics.

HCEEP PROJECT ABSTRACTS

The following section is comprised of abstracts of each of the 215 HCEEP projects. Identification numbers are listed in Appendix A (page a.1). Abstracts are arranged alphabetically by state and city within each component:

DEMONSTRATION	001 - 127
OUTREACH	128 - 186
STATE IMPLEMENTATION GRANTS	187 - 208
EARLY CHILDHOOD RESEARCH INSTITUTES	209 - 212
TECHNICAL ASSISTANCE CENTERS	213 - 215

TOP OF ALABAMA REGIONAL HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM (TARESA)

FISCAL AGENCY: Top of Alabama Regional Education Service Agency

ADDRESS: 3125 University Drive
Suite 2-C
Huntsville, Alabama 35805

PHONE: 205/533-5955

YEAR OF FUNDING: Second

FISCAL AGENCY: Kyo R. Jhin, Director
4 Teachers, 5 Teacher Aides (VISTA volunteers), Speech/Language Specialist, Physical Therapist

CHARACTERISTICS OF TARGET POPULATION:
Forty-eight children (3-5) with handicapping conditions including mentally retarded, hearing impaired, blind, speech impaired, visually impaired, emotionally disturbed, autistic, physically handicapped, or other disabilities are served by this project. These children come from the five counties served by the regional education service agency.

PROGRAM FOR CHILDREN:
Children are enrolled in a center-based and home-based educational program. Each center has a teacher and aide. The center-based program operates two days a week. Appropriate individualized educational and support services are provided to all 48 children. IEPs stating desired changes in behavioral terms have been prepared through the joint effort of parents, project staff, and specialists. Children will be mainstreamed into regular kindergarten or first grade classrooms as their ages and disabilities permit.

MEASURES OF CHILD PROGRESS:
All project children are given the Alpern-Boll test. A Portage Guide to Early Education checklist is also devised for each child.

PROGRAM FOR PARENTS:
Parents, or surrogate parents, participate in both center-based and home-based activities. The project philosophy is not to solve problems for parents but rather to enable parents to solve their own problems. Services available to parents include the development of each child's handicap, psychological or social work services, information on child growth and development, information on special education techniques, observation of children in the project, carry-over activities into the home, participation in planning and evaluation of program, information on community resources, and assistance in reaching career goals and obtaining basic educational skills.

STAFF DEVELOPMENT:
All project staff have been involved in a continuing inservice program which includes one week of training at the Portage (Wisconsin) Project, participation in the Parents Understanding Student's Handicaps (PUSH) Program provided by West Virginia University, a two-week Cerebral Palsy Institute provided by the University of Alabama, a conference at the Talladega (Alabama) Institute for the Deaf, and participation in Project PEECH (Precise Early Education for Children with Handicaps) training conducted by the University of Illinois Institute for Child Behavior and Development.

SPECIAL FEATURES OF PROGRAM:
The TARESA agency is utilizing five VISTA volunteers for the projects.

002 DEMONSTRATION

TEACH (TANANA EARLY ASSISTANCE TO CHILDREN WITH HANDICAPS)

FISCAL AGENCY: ACCA (Alaska Crippled Children and Adults)

ADDRESS: 1020 Barnette Street
Fairbanks, Alaska 99701

PHONE: 907/456-2640
YEAR OF FUNDING: Second

PROJECT STAFF: Jack Ferguson, Director
Coordinator/Physical Therapist, Developmental Preschool Teacher, Occupational Therapist, Preschool Aides

CHARACTERISTICS OF TARGET POPULATION:
The program serves developmentally high-risk children from birth to three years of age, referred by parents or professionals.

PROGRAM FOR CHILDREN:
Children will be served in the preschool two to four days per week (for children 2-3 years old), or in the home on a weekly basis. Children from isolated bush villages will be seen in the home once or twice monthly. The curriculum is individualized to promote optimal growth in areas of language, motor, social, self-help, and cognitive development, and based, in part, on the Portage curriculum. Children will be given complete evaluations at 6-month intervals. The remedial objectives will be initially determined by the intensive baseline evaluation. Progress in reaching the objectives will be tested monthly for each child by the home teacher and primary therapist.

MEASURES OF CHILD PROGRESS:
Alpern-Boll: initially and at 6-month intervals (at least); Vineland Social Maturity Scale: initially and 6-month intervals; REEL Scale, language assessment: administered by speech pathologist; UPAS: every 3-4 months to check progress.

PROGRAM FOR PARENTS:
Parent training is an essential component of the program. The therapist's and teacher's role is education of the child through the parents. Assessing the development of parents as effective teachers will be accomplished 1) indirectly through the child's progress, and 2) directly through the use of the Portage Project method of parental assignments. A parent group has been established to promote communication among parents involved in the project. A parent attitude scale will also be developed to assess the program's impact.

STAFF DEVELOPMENT:
Staff will receive inservice and specialized training as the need and opportunity arise. Weekly staff meetings bring the staff together to discuss and review individual cases, with emphasis on the team approach.

UP WITH KIDS

FISCAL AGENCY: Gila County Association for Retarded Citizens

ADDRESS: 2411 E. Buckeye Road
Phoenix, Arizona 85034

PHONE: 602/273-1333
YEAR OF FUNDING: Third

PROJECT STAFF: Diane Skay, Director
Project Facilitator, Teachers

CHARACTERISTICS OF TARGET POPULATION:
The project serves cross-categorical handicapped and multicultural groups of children, birth to 6 years of age.

PROGRAM FOR CHILDREN:
Following test results and observations, individualized instructional programs are developed and implemented for each child around the categories of language, cognition, visual-motor and social skills. The Portage Project Objectives form the basis of the main thrust of intervention with children and parents. In addition the Tina Bangs curriculum guide is utilized as a basis for group-based instructional objectives.

MEASURES OF CHILD PROGRESS:
These measures are used: Stanford-Binet (Form LM), Illinois Test of Psycholinguistic Abilities, Peabody Picture Vocabulary Test, Portage Project Checklist, and for those with speech problems, the Photo Articulation Test.

PROGRAM FOR PARENTS:
Each parent or caretaker is encouraged to accept a position as a paid assistant teacher at a minimum level of one classroom period per week. In addition, parents learn to demonstrate effective teaching according to the prescribed individual needs of their child during home visits conducted by classroom teachers. Informal small and large group sessions are conducted with parents, and counseling is available when necessary.

STAFF DEVELOPMENT:
Preservice training and ongoing inservice activities are developed to assist the staff in obtaining the knowledge necessary to provide appropriate programming for each child. Regular staff meetings are held, and a training manual is used to train staff.

SPECIAL FEATURES OF PROGRAM:
Parents work in the classroom every day. They provide input to the development of individual and group curriculum procedures.

004 DEMONSTRATION

TAKE-OFF: A PROGRAM FOR THE ASSISTANCE AND MAINSTREAMING OF THE YOUNG HANDICAPPED CHILD

FISCAL AGENCY: Preschool Services, Inc.

ADDRESS: 3421 N. Hayden Rd.
Scottsdale, Arizona 85251

PHONE: 602/945-3526
YEAR OF FUNDING: Second

PROJECT STAFF: Linda Kopec, Director
2 Classroom Assistants and 2 Classroom Aides

CHARACTERISTICS OF TARGET POPULATION:

Twelve children (2-6) with a variety of mild to moderate handicapping conditions in the categories of visually impaired, hearing impaired, speech impaired, L.D., and E.M.H.

PROGRAM FOR CHILDREN:

An adapted version of the Palo Alto preschool curriculum to implement children's IEPs is used. The handicapped children are mainstreamed into the regular Palo Alto preschool classrooms. Emphasis is placed on the child's acceptance of the classroom environment, as well as the classroom's acceptance of the handicapped child's presence within that environment. Although the preschool is open all day, initially the project children attend only in the morning and are gradually phased into a longer day as they demonstrate necessary skills. Both the project and preschool teachers work on developing a workable IEP to facilitate the mainstreaming process.

MEASURES OF CHILD PROGRESS:

Palo Alto Preschool Evaluation System (once a month) and Denver Developmental Screening Test (upon acceptance to the program).

PROGRAM FOR PARENTS:

Monthly parent-teacher conferences and counseling sessions by the parent/family coordinator are available on an individual basis. A parent handbook is being developed. Parents are also encouraged to attend inservice training planned for the teachers. Parents are provided opportunities to observe classes and follow-up techniques to be used at home. Parents are included on the project's Advisory Board.

STAFF DEVELOPMENT:

Staff needs are assessed, and work sessions are designed to meet those specific areas and needs. A teacher training handbook has been developed, and a more comprehensive teacher training program is being developed at this time. Workshops will be conducted in the following areas: developing IEP's, interventions and compensations, sociograms, revising the Palo Alto Preschool Curriculum, parent/family relations, special techniques for teaching handicapped children, and evaluation.

EARLY CHILDHOOD EDUCATION FOR THE SEVERELY/MULTIPLY HANDICAPPED (ECE-SMH CENTER)

FISCAL AGENCY: Arizona State University

ADDRESS: Department of Special Education
Arizona State University
Tempe, Arizona 85281

PHONE: 602/965-4756

YEAR OF FUNDING: First

PROJECT STAFF: Dr. Thomas Roberts, Director
2 Early Childhood Educators, Physical Therapist, Paraprofessional, Speech and Language Specialist, Parent Trainer, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Fifteen to 20 severely and profoundly handicapped preschool children (0-6) will be served on campus and in the homes. Children are functionally in the lower one-third and exhibit various (cross-categorical handicapping conditions.

PROGRAM FOR CHILDREN:

This is a direct service model for SMH children and their parents. Children in the Basic Skills and Fundamental Learning Phases (3-6) are being enrolled in a self-contained classroom at the Center for a 5-day per week program. Programming is individualized across the major areas of motor (gross and fine), perceptual, language, cognitive, and self-help (social) development. The ultimate objective is placement in the least restrictive environment. Interdisciplinary assessment involves the Child Evaluation Center at Arizona Children's Hospital. A combined home and center program has been developed for children in the Early Intervention Phase (0-3). Program emphasis is on infant stimulation in major developmental areas. Functional behavior analysis, direct instruction, and behavior modification are emphasized throughout the entire program.

MEASURES OF CHILD PROGRESS:

An individualized criterion-referenced approach, supplemented by norm-referenced instruments, is used to determine child progress. Comprehensive data collection procedures concerning skill acquisition and integration (maintenance) allow for daily and weekly charting of individual child performance. Individual program modification decisions are then made. Total program effectiveness is determined by summarizing weekly individual child progress. The Denver Developmental Screening Test and Minnesota Child Development Inventory are administered as part of routine screening and assessment to determine program eligibility. Both tests are re-administered at 6-month intervals as measures of global developmental progress.

PROGRAM FOR PARENTS:

Parents of children in the Early Intervention Phase receive parent training based on an individualized parent plan (IPP). They attend instructional sessions at the Center and in their homes. Small group training sessions and other activities such as classroom observations, conferences, classroom participation, progress notebooks, home visits, parent meetings, parent task forces, and a "buddy system" are available to all parents.

STAFF DEVELOPMENT:

Weekly staff meetings are used for project orientation and review and/or case staffings. Staff members visit other programs, attend conferences and workshops, and report back to the total staff. Inservice training is provided by various staff members in their areas of expertise. Consultants are available from the Special Education faculty. Each staff member develops an individual contract of goals and specific activities to accomplish those goals.

006 DEMONSTRATION

ARIZONA BEHAVIOR ANALYSIS MODEL FOR PRESCHOOL HANDICAPPED CHILDREN

FISCAL AGENCY: University of Arizona

ADDRESS: Dept. of Special Education
Bldg. #69, U. of Arizona
Tucson, Arizona 85721

PHONE: 602/626-3248
YEAR OF FUNDING: Third

PROJECT STAFF: Jeanne McCarthy, Director; Kay Lund, Coordinator
3 Master Teachers, 4 Teacher Aides, Data Collector/Evaluator, Parent-Community Worker, Speech Clinician, Materials Developer, Consultant

CHARACTERISTICS OF TARGET POPULATION:

All 3-, 4-, and 5-year-old handicapped children (except deaf) in the Sunnyside School District in Tucson are eligible. The population is bilingual and bicultural, and many of the families are financially disadvantaged. Some children from other districts may also be eligible.

PROGRAM FOR CHILDREN:

The uniqueness of Project First Chance derives from combining the emphasis of a behavior analysis approach to data collection and systematic instruction with the important components of a cognitive-developmental approach to curriculum, classroom climate, language and cognitive skills, the role of the child as an active participant in the learning process, and the immeasurable feeling between the child and the teacher. A structured data-based management system has been developed. All components (i.e., theoretical framework, screening and assessment instruments, instructional programs, management systems, and evaluation procedures) are consistent and coordinated.

MEASURES OF CHILD PROGRESS:

Pre and posttest data have been collected using the Stanford-Binet Intelligence Scale, the Illinois Test of Psycholinguistic Abilities, and the Peabody Picture Vocabulary Test. In addition the Arizona Behavior Analysis Criterion- Referenced Utilization System (ABACUS) is administered pre and post and provides the basis for daily monitoring of the child progress data system. Single-subject research techniques have been utilized in reporting the criterion-referenced measures.

PROGRAM FOR PARENTS:

The parent-community worker and the home teacher provide the liaison between classroom, home, and allied agencies. The parent training component focuses on presenting behavioral management procedures and teaching methods specific to the child and parents. Parents keep data on all home programs which are sent back to school for program update. Parents meet together to share basic information regarding the scope of the program, for role-playing and modeling of desired behaviors, along with ideas for more generalized home activities.

STAFF DEVELOPMENT:

Intensive staff training takes place at the beginning of the year. Ongoing staff training is an integral part of the weekly staff conference on instructional planning for children. All trainees, volunteers, and student teachers move through a structured training sequence involving guided observation, video-tape presentations, group discussion, and direct teaching of data and classroom management components.

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

FISCAL AGENCY: Magnolia School District #14 Home and School Services for Handicapped Children

ADDRESS: P.O. Box 428
Magnolia, Arkansas 71853

PHONE: 501/234-3511
YEAR OF FUNDING: Third

PROJECT STAFF: Darlene Montgomery, Coordinator
Home Teacher, School Teacher, 2 Teachers, Home School Visitor

CHARACTERISTICS OF TARGET POPULATION:

Ten preschool (3- to 4-year-old) children having a variety of handicapping conditions including primarily mentally retarded, hard of hearing, and speech impaired. The project also worked with 35 other handicapped children ages 1-2 and 5 years.

PROGRAM FOR CHILDREN:

Individualized prescriptive lessons developed by the teachers in the areas of social, fine and gross motor, language development, self-help, and cognitive skills are presented at the center. The staff selects from existing curriculum programs the most effective methods to use with each child. Task-analyzed, sequentially-developed activities are used to teach the needed skills. Small group structured teaching sessions are alternated with individualized instruction and structured play. The program operates five days a week.

MEASURES OF CHILD PROGRESS:

The Learning Accomplishment Profile, Denver Developmental Screening Test, Peabody Picture Vocabulary Test, and Portage Checklist are used as pre and post indicators of child progress. A short teacher-made checklist is administered on a bimonthly basis to see if child is retaining knowledge.

PROGRAM FOR PARENTS:

Parent interviews are scheduled once a week or as needed. Support with child management at home and for continuing contact with other agencies is given to parents. Parents are also helped to find information useful to their particular situations. For parents of handicapped infants, home visits are made on a regular basis to teach them skills in working with their child.

STAFF DEVELOPMENT:

The 3-week orientation program for staff is conducted prior to the opening of school. Various staff members are scheduled to visit other HCEEP projects. Consultants are invited to work with the Magnolia project on a frequent basis to meet specific needs. In addition, the staff are encouraged to attend regional, state, and national conferences of particular interest to them. Workshops or presentations by consultants are also made available to others in the school district.

008 DEMONSTRATION

THE HANDICAPPED EARLY CHILDHOOD PROGRAM

FISCAL AGENCY: Marianna School District A

ADDRESS: 175 Walnut Street
Marianna, Arkansas 72360

PHONE: 501/295-9156
YEAR OF FUNDING: Third

PROJECT STAFF: Steve Phaup, Director
Parent Coordinator, Staff Specialist, 7 Instructional Aides, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Handicapped children (5-8) who have problems in one or more of these areas of development: visual, auditory, speech and language, motor, social and self-help, cognitive, or health impaired.

PROGRAM FOR CHILDREN:

The program provides individualized instruction for handicapped children in an integrated setting. The school-based program covers kindergarten through grade 3 five days a week and is designed to promote maximum growth, both developmental and academic. Transitional services to insure appropriate follow-up are also provided. A developmental-task analysis approach to individualized prescriptive teaching is provided for each child.

MEASURES OF CHILD PROGRESS:

A criterion-referenced developmental checklist (MAP) is utilized by the program in managing each child's instructional program. The areas of the curriculum are designed to be interrelated.

PROGRAM FOR PARENTS:

Parents are provided with supportive services such as counseling and training for their home teaching. Parents are actively involved in the identification of needs for the child's IEP. Parent workshops are conducted occasionally during the year and are centered around identified needs of the parents.

STAFF DEVELOPMENT:

Orientation is provided for the staff at the beginning of the school year. Staff needs are assessed and activities are designed to meet those needs. These will include visiting other BEH projects, inviting consultants to come in and work with projects, and attending regional, state, and national meetings as feasible.

SPECIAL FEATURES OF PROGRAM:

This project has been instrumental in setting up a state consortium for the four HCEEP projects in Arkansas. Their consortium works in cooperation with the State Department of Education on using the projects as statewide models.

A SCHOOL-HOME-COMMUNITY PROGRAM FOR THREE-, FOUR- AND FIVE-YEAR-OLD HEARING IMPAIRED CHILDREN

FISCAL AGENCY: Little River-Miller County Special Education Cooperative

ADDRESS: 223 East Short Tenth Street
Texarkana, Arkansas 75502

PHONE: 501/772-9815
YEAR OF FUNDING: Third

PROJECT STAFF: Ken Reich, Director
Coordinator, 2 Teachers, 2 Aides

CHARACTERISTICS OF TARGET POPULATION:

The students enrolled in the class are hearing impaired, with problems that range from mild to severe. Presently there are 13 students in the class.

PROGRAM FOR CHILDREN:

The program is directed toward improving the child's use of residual hearing, helping the child to develop lip-reading skills, and to develop and improve speech and language. The class is located on the public school kindergarten campus and operates five days a week.

MEASURES OF CHILD PROGRESS:

A pre and posttest is administered each year. The pretest is given at the beginning of the school year, and the posttest is administered in May. The tests used are: Teaching Research Curriculum Placement test, Portage Behavior Checklist, Maladaptive Behavior Checklist, and teacher-made speech reading/auditory training checklist.

PROGRAM FOR PARENTS:

Parent training sessions are scheduled to demonstrate methods of instruction to use at home to reinforce class work. Parents are urged to visit the class and to work as volunteers in the class.

STAFF DEVELOPMENT:

Staff meetings are held to review program and reports. Teachers attend area workshops related to program needs, and inservice workshops are held.

010 DEMONSTRATION

PROGRAM FOR UNSERVED HANDICAPPED CHILDREN IN SOLANO COUNTY

FISCAL AGENCY: Office of the Solano County Superintendent of Schools

ADDRESS: 655 Washington Street
Fairfield, California 94533

PHONE: 707/429-6418
YEAR OF FUNDING: First

PROJECT STAFF: Bonnie Ann Plummer, Director
Infant Health Practitioner, Infant Specialists, Audiologist, Psychologist, Speech Therapist, Teacher's Aide

CHARACTERISTICS OF TARGET POPULATION:
Children (0-3) with a high probability of developmental disabilities, including physical handicaps, mental retardation, and other handicapping conditions are identified, assessed, and provided with a remedial program. Newborns referred from local hospitals and young identified handicapped children are eligible for services.

PROGRAM FOR CHILDREN:
Home and hospital-based programming is provided to all identified infants to 18 months of age. For children over 18 months of age, a combination home-based and center-based program is provided. The intervention is concentrated on five target areas: gross motor, fine motor, language, social, and self-help. Specific sensory stimulation and educational activities based on the children's assessed needs are provided.

MEASURES OF CHILD PROGRESS:
The Bayley Scales of Infant Development and the Early Intervention Development Profile are used as pretests every 6 months as indicators of child progress. Supplementary diagnostic tests include: The Albert Einstein Scales of Sensory Motor Intelligence, Receptive-Expressive Emergent Language Scale, Sequenced Inventory of Language Development, and the Leiter. A goal scaling procedure is used to evaluate the child's weekly performance.

PROGRAM FOR PARENTS:
Parents participate in the governing of the project, assist in the dissemination of program information, and function as advocates for their children. Each parent is assessed on the Parental Behavior Progression Scale. Through modeling by staff, parents learn methods of presenting appropriate activities to their child. Parent training is conducted on a one-to-one basis in the home and during conferences between parents and staff. Group activities and meetings regarding pertinent topics are scheduled.

STAFF DEVELOPMENT:
Staff training includes: initial orientation on the project's purposes and operational procedures; instructional workshops in specific skill areas (i.e., test administration, diagnostic procedures, teaching strategies); and informal training on solving operational problems related to the implementation of the project. Weekly staff meetings are conducted for case and project review.

SPECIAL FEATURES OF PROGRAM:
Special features of the project include: (1) a regional public school agency provides direct services to infants in hospitals; (2) a discrepancy evaluation design to compare parent and staff perception of parenting behavior in the home; (3) development of a standardized evaluation procedure using control and experimental groups to evaluate the results of programs for high-risk infants; and (4) comprehensive child-find procedures for infants.

INFANT/FAMILY EDUCATION PROJECT

FISCAL AGENCY: Dept. of Pediatrics, Charles R. Drew Postgraduate Medical School

ADDRESS: 320 East 111th St.
Room #232
Los Angeles, California 90059

PHONE: 213/756-1322
YEAR OF FUNDING: Second

PROJECT STAFF: Vivian Weinstein, Director
Project Coordinator, Early Childhood Educ. Specialist, Psychologist, Occupational Therapist, Teacher Aide

CHARACTERISTICS OF TARGET POPULATION:

Thirty infants, newborn to 18 months, with the following handicapping conditions: delayed development, prematurity, hydrocephalus, deafness, seizure disorder, microcephaly, Down's syndrome, Erb's palsy, cerebral palsy, other neurological impairments, and high risk. The children and families served are drawn from the Southeast Health Services Region of Los Angeles County.

PROGRAM FOR CHILDREN:

A team approach is used in the home and center to implement the seven areas of the curriculum: (1) feeding and toileting, (2) gross motor, (3) fine motor, (4) perceptual-motor, (5) language, (6) personal-social, and (7) physical maintenance. The learning environment is designed to be as natural as possible but with modifications so that the infants can "make something happen" rather than being passively manipulated.

MEASURES OF CHILD PROGRESS:

The Denver Assessment Tool is used as a pretest before the infant enters the program. Thereafter the Michigan Assessment Tool is used for initial evaluation and program planning. It is readministered as a cumulative indicator of child progress on a 3- to 6-month basis.

PROGRAM FOR PARENTS:

The curriculum for parents is designed to increase their knowledge, awareness, confidence, and ability to deal with their child in a positive environment. Again, the team approach is utilized to provide support in the following areas: mother-craft skills, specialized skills for specific handicapping conditions, family interaction, parent-to-parent interaction, parent-to- professional interaction, social services, and parent advocacy.

STAFF DEVELOPMENT:

Staff receives inservice training in weekly staff meetings which are used for case and project review and staff reports. Specialized training is provided as the need or opportunity arises.

SPECIAL FEATURES OF PROGRAM:

The project helps to coordinate individuals and programs providing services to handicapped young children and their families. The goal is to develop a continuum of services.

INTEGRATION OF HANDICAPPED AND NORMAL CHILDREN FROM BIRTH TO 3 YEARS: A MODEL DEMONSTRATION PROGRAM

FISCAL AGENCY: University of California

ADDRESS: UCLA Intervention Program for Handicapped Infants and Children
23-33 Rehabilitation Center
1000 Veteran Avenue
Los Angeles, California 90024

PHONE: 213/825-4821
YEAR OF FUNDING: First

PROJECT STAFF: Judy Howard, Medical Director
3 Early Childhood Educators, Physical Therapist, Occupational Therapist, Program Evaluator, Speech Therapist, Social Worker

CHARACTERISTICS OF TARGET POPULATION:
Approximately 35 children from birth to 3 years of age are served. Their disabilities include mental retardation, emotional disturbances, and neurological abnormalities.

PROGRAM FOR CHILDREN:
The center-based program is composed of 3 subprograms for young infants, older infants, and toddlers. Several nonhandicapped children are integrated into the toddler group. A pool play program is held one morning each week. The program's orthopedic clinic, staffed by orthopedic surgeons, pediatric neurologists, and program staff, is held quarterly.

MEASURES OF CHILD PROGRESS:
Initial and 6-month-interval evaluations: Gesell Developmental Evaluation, Play Interaction Measure, Play Assessment Check List for Infants, HOME Inventory, Parent's Behavior Progression Scale, and Representational Play Test.

PROGRAM FOR PARENTS:
Parents participate with the staff in developing the initial educational plan for their child and for the subsequent adjustments to this plan at 6-month intervals. They discuss their priorities in the motor, language, play and social areas of development with the staff, then proofread the rough copy of the Program Plan before the final copy is prepared. A voluntary program for parent participation is currently being developed. The social worker interviews all new parents, meets with the parent groups once each week, and is available for private discussions. The parent group also raises funds for the program.

STAFF DEVELOPMENT:
An intensive 2-week preservice training program is held at the beginning of the year. The emphasis is on normal child development birth to 3 years with observation of videotapes of children at 9, 18, and 24 months. Weekly didactic sessions are held to review the roles of the various interdisciplinary staff members, how to develop the IPP based on normal developmental behaviors, etc.

SPECIAL FEATURES OF PROGRAM:
Integration of normal toddlers into 18-35 month age group. Developing new measures to assess child's spontaneous play and play with mother. Training of masters students in early childhood education and speech therapy, child psychiatry fellows, child development fellows, pediatric neurology fellows, pediatric residents. Weekly pool play program: one of the parents directs this along with consultants from the staff. This program is one of the primary facilities used by the UCLA Institute-Project REACH for their ongoing study.

INFANT CARE--RURAL HANDICAPPED CHILDREN'S EARLY EDUCATION PROJECT

FISCAL AGENCY: Merced County Department of Education

ADDRESS: 632 West 13th Street
Merced, California 95340

PHONE: 209/725-2031, Ext. 328
YEAR OF FUNDING: Second

PROJECT STAFF: Katherine Sherlock, Director; Gaye Riggs, Coordinator
Head Teacher, Occupational Therapist, Driver/Bilingual Aide, Permit Teacher, Educational/Evaluation Aide, Nurse, Child Abuse Coordinator, MSW Counselor

CHARACTERISTICS OF TARGET POPULATION:

Children (0-3) who are developmentally delayed, handicapped, high risk, or abused are participants with their parents. Eighteen children are currently served. All services and programs are offered on a bilingual (English/Spanish) basis.

PROGRAM FOR CHILDREN:

Both a home-based and center-based approach are employed. The center-based program provides an optimal environment to facilitate all areas of development through an eclectic approach. Essential are the concepts of consistency and regularity in the environmental reinforcements of the child's positive functioning, stimulation appropriate to the individual child, and ongoing assessments. The option of center-base, home-base, or combination thereof is individualized. During the regular (October-June) school year, approximately 30% are center-based; during summer, all are home-based.

MEASURES OF CHILD PROGRESS:

Bayley Scales of Infant Development--annually and when child leaves the program; Denver Developmental Screening Profile-- 3-month intervals; Vineland Social Maturity Scale--annually; Learning Accomplishment Profile (LAP)--three times a year (beginning, mid-term, and year-end).

PROGRAM FOR PARENTS:

In the home approach, weekly visits focus on parent-infant interaction as the basis for enhancing cognitive, affective, and motor development of the child. This approach is based upon the UCLA Infant Studies Project conducted by Rose M. Bromwich, Ed. D. In the center-based approach, Dr. Bromwich's Parent Behavior Progression is an assessment reference. The parent group meets weekly for coffee during "school" time with a psychiatric social worker and the head teacher. Parents are encouraged to be advocates for their children. The parents also meet on the other class morning. Personal counseling is available.

STAFF DEVELOPMENT:

On an ongoing basis, staff participates in CSULA classes on early childhood handicapped, university extension classes, site visitations, WESTAR technical training, Central Valley Regional Center's nutrition training, parenting workshops, and other agencies. An evaluation instrument for staff development will be designed this year with technical assistance from WESTAR.

SPECIAL FEATURES OF PROGRAM:

Bilingual (Spanish/English); approximately 20% of enrollment have been Child Protective Service referrals; parent training and advocacy training.

PARENT-INFANT PROJECT

FISCAL AGENCY: Children's Hospital Medical Center

ADDRESS: 758 Kingston #107
Oakland, California 94611

PHONE: 415/655-9521
YEAR OF FUNDING: Second

PROJECT STAFF: Nancy Sweet, Director
Pediatrician, Psychologist, Preschool Coordinator, Clinic Social Worker, 3 Parent Educators, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Twenty-four infants and their families participate in the program. Infants are under one year of age at program entry, with a variety of handicapping conditions. Parents and other family members are significant participants in the program.

PROGRAM FOR CHILDREN:

Infants are seen weekly in the home by a Parent Educator. Individual programs are designed every 12 weeks and revised weekly. Infants participate in monthly infant groups as part of the Family Workshop series, and in weekly infant education activities as part of the Parent-Infant Education Group. Supplementary services are provided by project consultants, other hospital departments and community agencies.

MEASURES OF CHILD PROGRESS:

Assessments are completed at entry and 6-month intervals with the Bayley Scales of Infant Development, the Infant Behavior Profile, and an Infant Language Inventory. A pediatric examination is also completed at these intervals. The Infant Learning Accomplishment Profile provides an ongoing record of developmental progress.

PROGRAM FOR PARENTS:

Parents are primary participants in the program with teaching and coping goals and accomplishments individually identified through use of the Family Adaptation Profile, Parental Behavior Progression Rating, Maternal Attachment Scale and Home Inventory for Infants. All aspects of the program, including home services, individual counseling, Family Workshops and Parent-Infant Education Groups, are planned to help parents be developmental therapists for their handicapped infants.

STAFF DEVELOPMENT:

The program has developed a new professional role of Parent Educator, who provides both educational and emotional support for the families of disabled infants. A Self-Assessment Scale identifies 20 competencies needed for this role and provides a basis for individualized preservice and inservice training to complement professional backgrounds. Ongoing multidisciplinary support is provided through weekly case conferences and staff meetings.

SPECIAL FEATURES OF PROGRAM:

The hospital-based program collaborates with a mainstreamed preschool program at Circle Preschool in providing its group activities. The program also meets some of the needs of siblings of disabled infants through involvement and special activities in the home program and Family Workshops.

FULL POTENTIAL PROGRAM

FISCAL AGENCY: Contra Costa County Superintendent of Schools

ADDRESS: Peres Elementary School
719 - 5th Street
Richmond, California 94801

PHONE: 415/232-7339
YEAR OF FUNDING: Second

PROJECT STAFF: Pendery Clark, Director
2 Teachers, 4 Learning Disabled Cross-Age Tutors, 3 Teacher Aides (Senior Citizens)

CHARACTERISTICS OF TARGET POPULATION:

Fifteen to 20 language- and/or motor-delayed children, 18 months to 4 years, are served in a center-based program by a team consisting of teachers, senior citizen aides and learning disabled cross-age tutors. The range of language and motor delay includes a variety of handicapping conditions.

PROGRAM FOR CHILDREN:

Intensive educational intervention in the areas of language and motor deficits is provided five mornings a week to prepare these children for the least restrictive placement in subsequent preschool and school programs.

MEASURES OF CHILD PROGRESS:

Karnes' Early Language Activities, Capon's Perceptual Motor Program (Level 1), and Sensory Motor Integration activities are the basis of the curriculum. The services of a psychologist, a sensory motor integrationist, and a physical therapist are provided on a consultant basis. Speech and language therapy is provided through the Knolls Language Development Center on a regular basis.

PROGRAM FOR PARENTS:

Continuing services include: monthly meetings featuring discussion of such topics as child development, individual formal and informal conferences on the child's progress, and monthly or semi-monthly home visits during which parents and family are shown how to provide appropriate language and motor reinforcement in the home.

STAFF DEVELOPMENT:

Teachers and aides participate in ongoing staff training activities (workshops and consultations) with the Knolls Center staff members who are experienced in language development, assessment, and intervention techniques and with experts in the field of sensory motor integration and motor development.

SPECIAL FEATURES OF PROGRAM:

The project is located in a public school, thus providing access to a learning disabled cross-age tutor population. Close ties have been established with existing community agencies in order to provide maximum services to the target population.

016 DEMONSTRATION

PRESCHOOL PRIMARY CRITERION TEACHING/PARENT TRAINING PROJECT

FISCAL ACENCY: San Juan Unified School District

ADDRESS: 4425 Laurelwood Way
Sacramento, California 95825

PHONE: 916/483-3264
YEAR OF FUNDING: First

PROJECT STAFF: Kit Marshall, Director
4 Teachers, Transition Aide, Parent Trainer, Psychologist, Speech/Language Pathologist, 4 Aides

CHARACTERISTICS OF TARGET POPULATION:
Thirty-six children (3-8) are enrolled in two team-teaching classrooms. Handicapping conditions include specific learning disabilities. Children are determined to be at "high risk" for school success. Disorders manifest themselves in an imperfect ability to listen, think, speak and will encounter failure in learning to read, write, spell, and do mathematical calculations. Numerous behavioral disorders are specified.

PROGRAM FOR CHILDREN:
Intensive intervention techniques are utilized to accelerate learning for eventual regular class placement with direct instruction of reading, math, and language. This approach does not allow for errors in what is taught or how it is taught. Engaged teaching time is approximately 90%. Integration into regular program is facilitated by an integration aide to enhance transfer and generalization.

MEASURES OF CHILD PROGRESS:
Continuous progress testing is given weekly to maintain criterion levels in academic areas. Observational checklists are to assess current school appropriate behaviors. Pre and posttests include: Wide Range Achievement Test, Peabody Individual Achievement Test Metropolitan Achievement Test, Utah Test of Language Development. Initial placement testing includes McCarthy Scales for Children, Peabody Picture Vocabulary Test, Stanford-Binet, and additional instruments as necessary.

PROGRAM FOR PARENTS:
Services are provided to parents based on a full assessment of parent needs incorporated in a written training plan for each parent (IPTP). Three levels of training are included: small group special interest meetings, written information with follow-up, and home visits to develop activity sheets for specific needs.

STAFF DEVELOPMENT:
Weekly staff meetings are held for case and project review. Consultant services are contracted from Englemann-Becker Corporation. Project model refinement training is addressed by staff.

SPECIAL FEATURES OF PROGRAM:
This specific model contains the requisite elements of an easily replicated program for learning handicapped children. Project experience in integrating these children indicates a high degree of success with this intensive approach.

THE RESPONSIVE DEMONSTRATION PROGRAM FOR HANDICAPPED CHILDREN

FISCAL AGENCY: Far West Laboratory for Educational Research

ADDRESS: 1855 Folsom Street
San Francisco, California 94103

PHONE: 415/565-3165

PROJECT STAFF: Nicholas Rayder, Director
Project Assistant, 4 Teaching Assistants

CHARACTERISTICS OF TARGET POPULATION:

Twenty-five children (3-10) with a wide range of handicapping conditions. Emotionally and physically disabled children are included in the project. Priority is to serve all disabled children in regular public school classrooms. Children from varying ethnic and economic backgrounds are served.

PROGRAM FOR CHILDREN:

The educational model in this project is to serve children with disabilities in demonstration classrooms that include non-disabled children. It is based on the Responsive Education Program (REP) which has as its basis three principles: (1) that problem solving is at the center of cognitive development; (2) that self-concept is necessary for complete affective development; and (3) that cultural and physical pluralism is essential for social development.

MEASURES OF CHILD PROGRESS:

Ongoing evaluation is humanistic, using procedures that are socially fair and focus on strengths and support self-assessment. A variety of data collection and feedback techniques like classroom observation are used to assess and develop the teachers' use of responsive practices and to monitor child development. Other efforts examine the breadth of program impact on children, parents, teachers and the school system.

PROGRAM FOR PARENTS:

In addition to an active parent council, parents of disabled and disabled adults serve as teaching assistants in the classrooms. Other parents participate regularly in the classroom as volunteers and in parent programs. The home-school linkage component is seen as essential to the success of the project.

STAFF DEVELOPMENT:

Staff development and renewal are critical to the project. In addition to regular inservice workshops conducted a minimum of once a month, classroom observations are made on a regular basis to provide self-evaluative feedback to the teachers. Workshops cover project goals and allow for career development.

018 DEMONSTRATION

SHINE PROJECT

FISCAL AGENCY: Family Service Agency of San Francisco

ADDRESS: 3045 Santiago St.
San Francisco, California 94116

PHONE: 415/661-7274
YEAR OF FUNDING: First

PROJECT STAFF: Judith Lewis, Director (.30)
Program Director (.30), Coordinator (.80), Program Assistant (.50)

CHARACTERISTICS OF TARGET POPULATION:

Ten or more handicapped children (0-3) are served. Handicapping conditions include mental retardation, hearing-impaired or deaf, speech impaired, visually handicapped, serious emotional disturbance, crippling conditions, developmental delays, and other health impairments. A majority of children have multiple handicaps.

PROGRAM FOR CHILDREN:

Children are integrated with nonhandicapped children for a full day program at five or more licensed family day care homes. The curriculum is drawn from the University of Hawaii Guide and others as appropriate. Consultant and support services are available as needed.

MEASURES OF CHILD PROGRESS:

Children's progress is assessed biweekly by the provider with the University of Hawaii HELP Scale, quarterly by the program director using the Bayley Scales of Development, and biannually by a complete multidisciplinary team including parents in order to develop the IEP.

PROGRAM FOR PARENTS:

Parent involvement is encouraged through various methods including parent groups, participation in designing their child's IEP, and interaction with the providers and other staff members. Through initial interview, Bromwich Parental Progression ratings, parent needs assessments, and 6-month reassessments, the initial level of parenting skill is assessed and progress documented. This assessment provides the basis for individualizing parent program services.

STAFF DEVELOPMENT:

Weekly staff meetings are held to review case histories and project progress as well as to plan implementation of project components. The coordinator and program assistant will participate in ten preservice training sessions required of the family day care providers who operate through contract with the Family Service Agency. Each staff member writes a yearly staff development plan which is reviewed at 6-month intervals with the supervisor.

SPECIAL FEATURES OF PROGRAM:

The program objectives include training family day care providers to become developmental facilitators to prevent or lessen potential retardation and/or developmental disabilities. Ongoing inservice training will be oriented toward special education and therapy. This project adds a third choice for educational and therapeutic assistance to two existing programs for young handicapped children operated by the Agency's Family Developmental Center (a center-based day care program and a weekly home visit program).

PRESCHOOL DEMONSTRATION PROJECT

FISCAL AGENCY: San Jose State University, Institute for Research in Child Development

ADDRESS: 125 S. 7th Street
San Jose, California 95192

PHONE: 408/277-2669
YEAR OF FUNDING: Second

PROJECT STAFF: Dr. Robert L. Spaulding, Director; Christopher Grossman, Coordinator; 5 Staff

CHARACTERISTICS OF TARGET POPULATION:

The program serves six handicapped children, two with Down's syndrome, two developmentally delayed, one visually impaired, and one with a suspected specific learning disability. There are 14 nonhandicapped children enrolled.

PROGRAM FOR CHILDREN:

The integrated classroom is organized to facilitate the use of the Piagetian curriculum. The importance of social interaction and child-motivated discovery learning is emphasized for both handicapped and nonhandicapped preschoolers. Children are viewed as learning initiators operating within carefully pre-planned environments at their own developmental levels. Environments are designed to foster independence and encourage integrative peer interactions and productive use of time and materials.

MEASURES OF CHILD PROGRESS:

The LAP-D assessment is used to measure child development in five areas: fine and gross motor, cognition, language, and self-help skills. CASES is used to assess each child's style of interaction within the classroom environment.

PROGRAM FOR PARENTS:

Opportunities for family participation include classroom observation and feedback with trained staff members, informal individual meetings, group parent meetings, child program planning sessions, periodic home visits by the parent program coordinator, specialized service referrals as well as informal family social gatherings. A weekly newsletter is also distributed.

STAFF DEVELOPMENT:

Teaching staff members are assessed (using STARS) and given specific training on styles of teaching. The program also provides student intern practicum placements. Other staff development is accomplished through inservice, consultation, workshops, and conferences as the need or opportunity arise.

BRIGHTON EARLY EDUCATION PROJECT (BEEP)

FISCAL AGENCY: Brighton Public Schools--Adams-Weld Co. Sch. Dst. 27J

ADDRESS: Brighton Public Schools
630 South 8th Street
Brighton, Colorado 80601

PHONE: 303/659-4820
YEAR OF FUNDING: Second

PROJECT STAFF: Lydia Swize, Acting Director
Special Education Teacher, Speech and Language Pathologist, Psychologist (.10), Nurse (.10), 3 Aides, Occupational Therapist (.10), Social Worker (.10)

CHARACTERISTICS OF TARGET POPULATION:
Children birth to five identified as having cognitive, speech, language, perceptual, motor, hearing, visual, physical, and/or emotional handicaps. Currently 14 children are served and four are being evaluated.

PROGRAM FOR CHILDREN:
Home intervention and preschool class and therapy activities are combined. (See below Home Program description). Phase II includes classroom setting for children ages three to five in addition to home-based program. A behavioral approach is utilized with a prescriptive teaching curriculum. Also preserved is the opportunity for experiential activities. Phase III includes a provision for integrating handicapped children into other preschool programs. All children participate in some activities with nonhandicapped children.

MEASURES OF CHILD PROGRESS:
The McCarthy Scales of Children's Abilities or the Bayley Scales will be used as normative bases of progress. In addition, criterion-referenced testing, (such as the Learning Accomplishment Profile or the Teaching Research Curriculum Placement Test) is administered at initial entrance and at least biannually after that. Individual objectives are measured in child growth at midyear and at year end as a minimum.

PROGRAM FOR PARENTS:
Phase I includes a home teaching program for birth to five-year-olds. The program provides information to parents regarding specific handicapping conditions as well as training those same caretakers in methods of instruction to aid in the development of skills. A prescriptive programming approach is used. Additional help will be given based on the parent needs assessment. Parents are involved in the classroom and in regularly scheduled meetings.

STAFF DEVELOPMENT:
In addition to training in administration of the Teaching Research Curriculum task analysis, each staff member will receive inservice training in the form of workshops, informal meetings, visitations to existing preschool programs, regional conventions, and area site visits.

SPECIAL FEATURES OF PROGRAM:
Screening clinics are held twice a year to identify potentially handicapped children. Multidisciplinary staffing is used for determination of needs.

A MUSIC-ORIENTED INTERVENTION PROGRAM

FISCAL AGENCY: Adams County School District No. 1

ADDRESS: 602 East 64th Avenue
Denver, Colorado 80229

PHONE: 303/289-2208
YEAR OF FUNDING: First

PROJECT STAFF: Tom Maes, Consulting Director
Music Instructor, Speech Pathologist, Psychologist, Learning Disabilities Teacher, Nurse

CHARACTERISTICS OF TARGET POPULATION:

Sixteen children (3-5) are currently being served in a center-based program. Handicapping conditions include speech/language, emotional/behavioral, and physical.

PROGRAM FOR CHILDREN:

There are two sessions per day, 2½ hours each, Monday through Thursday. Individual and group musical activities are designed for the acquisition of basic skills (language, cognition, gross motor, and fine motor). Classroom staff includes a speech pathologist, learning disabilities teacher, and music educator. Support services are provided by a half-time nurse and psychologist.

MEASURES OF CHILD PROGRESS:

All children receive an individual educational assessment to document handicaps before entering the program and again for annual review. The Uniform Performance Assessment System is used as a classroom assessment tool with quarterly updates.

PROGRAM FOR PARENTS:

The parents are involved in monthly classroom observation, general information sharing sessions, and an individualized education plan including home teaching.

STAFF DEVELOPMENT:

Staff members attend local, regional and national conferences and workshops, in addition to weekly meetings for case and project review.

SPECIAL FEATURES OF PROGRAM:

Adapting curricula to music.

022 DEMONSTRATION

JUNCTION EARLY EDUCATION PROGRAMS (JEEPS)

FISCAL AGENCY: Hilltop House Rehabilitation Center

ADDRESS: 1100 Patterson Road
Grand Junction, Colorado 81501

PHONE: 303/242-8980
YEAR OF FUNDING: First

PROJECT STAFF: Erle H. Reid, Director
Coordinator, 2 Teachers, Various community consultants, 2 Aides, Speech Pathologist, Occupational Therapist

CHARACTERISTICS OF TARGET POPULATION:
Eighty-nine preschool children (3-5) with a variety of handicapping conditions including specific learning disabilities, seriously emotionally disturbed, speech impaired, and orthopedically impaired.

PROGRAM FOR CHILDREN:
A variety of services are offered including the E.B.D. preschool which is in session five mornings a week, a 5-year-old classroom operating two sessions four days a week for 2½ hours, and support services to Head Start and day care centers during the afternoons. The JEEPS curriculum offers a total communication approach, teaching many early learning experiences such as daily language time, music, art, story time, gross motor activities, fine motor and manipulative activities, simple cooking, and outside play.

MEASURES OF CHILD PROGRESS:
An IEP is developed for each child, based on the Jefferson Early Education Profile (JEEP) which sequences a broad range of developmental tasks. This is preceded by a psychological battery administered by School District 51 psychologists and supplemented by other tests as needed.

PROGRAM FOR PARENTS:
The JEEPS parent education program provides effective tools for establishing optimum conditions for child development. One day a week of program time is allotted to parent activities (discussion groups, conferences, classroom participation). Regular parent interaction groups are also scheduled as well as father-child and mother-child activities. Staff also makes home visits.

STAFF DEVELOPMENT:
Staff meetings are held daily. The staff attends a wide range of professional community and extra-community inservice training sessions, as well as regular School District 51 resource teacher meetings. Professional workshops for community professionals are held regularly by JEEPS staff.

SPECIAL FEATURES OF PROGRAM:
This program offers a unique total communication approach to early childhood education involving the use of manual sign language as a vehicle for class curriculum.

EARLY CHILDHOOD PSYCHO-EDUCATIONAL INTERVENTION PROGRAM

FISCAL AGENCY: Greater Bridgeport Children's Services Center (The Family School)

ADDRESS: 1635 Central Avenue
Bridgeport, Connecticut 06610

PHONE: 203/579-6184

YEAR OF FUNDING: First

PROJECT STAFF: Donald F. Perras, Director
Nursery Teacher, Preschool Teacher, 2 Children Services Workers, Speech Pathologist/Language Specialist

CHARACTERISTICS OF TARGET POPULATION:

Fourteen emotionally disturbed children (2-6) who demonstrate developmental deficits in the affective, social, and behavioral domains are involved in the program.

PROGRAM FOR CHILDREN:

A nursery program accommodates seven 2- to 4-year-olds, and a preschool class accommodates seven 4- to 6-year-olds. The curriculum utilizes the Learning Accomplishment Profile (LAP), Developmental Therapy, the Peabody Early Experience Kit, the Learning Staircase, and the DISTAR Language and Developmental Language Kit. Classroom management, affective education, and creative expression are emphasized in the classes.

MEASURES OF CHILD PROGRESS:

Instruments include: LAP-D Informal Checklist, Developmental Therapy Objectives Rating Scale, Boehm Test of Basic Concepts, Monterey Readiness Inventory, Zimmerman Preschool Language Scale, Test for Auditory Comprehension of Language, and Goldman-Fristoe-Woodcock Test of Auditory Discrimination. All tests are administered on a pretest, quarterly, and annual basis.

PROGRAM FOR PARENTS:

The philosophy of the Family School is family-centered. Intensive family therapy and training facilitate the development of more effective parenting skills. Parents observe their children in the project, volunteer in the classroom, and participate in the planning and evaluation of the project.

STAFF DEVELOPMENT:

Inservice training seminars and consultant meetings are scheduled on a regular basis.

024 DEMONSTRATION

MAINSTREAMING AND REHABILITATING CHILDREN WITH HANDICAPS (MARCH)

FISCAL AGENCY: Easter Seal Rehabilitation Center, Research and Demonstration

ADDRESS: 226 Mill Hill Avenue
Bridgeport, Connecticut 06610

PHONE: 203/366-7551
YEAR OF FUNDING: First

PROJECT STAFF: Diane Lombardi, Director
Project Coordinator/Special Education Teacher, Physical Therapist, Occupational Therapist, Speech Therapist, Paraprofessional, Social Worker

CHARACTERISTICS OF TARGET POPULATION:
Project MARCH serves 10 moderately to severely multi-handicapped children (3-6), with medical, physical, perceptual, social, speech, and/or comprehension problems. The population is 50 percent black, 37 percent white, and 13 percent Hispanic.

PROGRAM FOR CHILDREN:
A model transdisciplinary diagnostic, treatment, and training program is being developed. After the evaluation process and appropriate interaction with the child's local school system, the IEP is prepared. The class meets four mornings per week for three-hour sessions. The teacher and paraprofessional are present at all times, with other staff members participating at specified times throughout the morning. The transdisciplinary curriculum includes individual and group instruction.

MEASURES OF CHILD PROGRESS:
The Bridgeport Development Evaluation Procedure (BDEP), parts I and II, are administered before admission to the program and at four-month intervals. The IEP is revised according to the results of re-evaluation.

PROGRAM FOR PARENTS:
Parents are present during the initial evaluation and during devleopment of the IEPs. They are encouraged to volunteer on a regular basis in the classroom and to meet with the child's program manager weekly. Evening meetings are also held bimonthly to allow working parents to have input.

STAFF DEVELOPMENT:
Staff meetings are held twice weekly for inservice training, case conferences, and project reviews. The goal of inservice and classroom training is to increase the knowledge of each member of the transdisciplinary team and to prepare each staff member to teach and coordinate other disciplines' content.

SPECIAL FEATURES OF PROGRAM:
Consultation with the hospital dietician, pediatric neurologist, audiologist, psychologist, dental clinic, and other specialists is available to project staff.

PROJECT INTERFACE

FISCAL AGENCY: Department of Mental Retardation, Mansfield Training School

ADDRESS: 1289 Stafford Road
Mansfield Depot, Connecticut 06251

PHONE: 203/487-1300
YEAR OF FUNDING: Second

PROJECT STAFF: Patricia Bassett & Valerie Taff, Co-Directors
Special Educator, Social Worker, Physical Therapist, Nurse, Psychologist, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Project Interface serves 50 children (0-8) who live in the fifteen towns of the region served by the Training School. Most children have multiple handicaps or are severely mentally and/or physically handicapped.

PROGRAM FOR CHILDREN:

Depending on the child's age and needs, the management program may be very diversified, including enrollment in a preschool class, specific therapeutic intervention, or referral to community agencies or other consultants. In all cases, a home stimulation program is provided to the family. If a child is a candidate for a more structured learning situation, he is admitted to the preschool class.

MEASURES OF CHILD PROGRESS:

The Denver Developmental Screening Test is sometimes used as an initial screening tool. Assessments include the LAP, the Bayley Scales, the Peabody Picture Vocabulary Test, and the Mansfield Developmental Screening Tool, among others.

PROGRAM FOR PARENTS:

Assistance to the family includes the provision of direct, but tactful, information regarding the child; intensive treatment designed to improve family adjustment to the situation; and therapy geared toward creating a more stable, accepting, and constructive living environment for the child. Parents serve as members of the transdisciplinary team. They are taught specific techniques and given a basic understanding of their child's handicaps, informed of the availability of individual and group counseling, and are expected to participate actively in the home stimulation program and to apply therapeutic techniques to their child's daily life.

STAFF DEVELOPMENT:

Following two weeks of intensive training in the transdisciplinary approach and developmental programming, the staff holds weekly meetings for intra-team training. Team members are expected to have expertise in their discipline and to role-release whenever possible to other team members, including parents.

SPECIAL FEATURES OF PROGRAM:

This project is based upon the transdisciplinary approach and is committed to the teaching/learning/working triad.

026 DEMONSTRATION

MAXIMIZING THE ADVOCACY OF PARENTS AND PROFESSIONAL STAFFS (MAPPS): AN EARLY CHILDHOOD DIAGNOSTIC-INTERVENTION MODEL

FISCAL AGENCY: Delaware State Department of Public Instruction

ADDRESS: Townsend Bldg.
Dover, Delaware 19901

PHONE: 302/678-4667
YEAR OF FUNDING: Third

PROJECT STAFF: Edward Dillon, Director
Occupational Therapist, Physical Therapist, Speech/Language Therapist, Special Education Teacher, Special Education Development Teacher, Related Service Consultants

CHARACTERISTICS OF TARGET POPULATION:
MAPPS serves 97 handicapped children ages birth to five years.

PROGRAM FOR CHILDREN:
Special education and related services are delivered to individual children through the interdisciplinary team approach, in accordance with IEP requirements of P.L. 94-142. Components of the program include the motor-perceptive, communicative, cognitive-academic, and personal-social dimensions of development.

MEASURES OF CHILD PROGRESS:
Sensory-Motor: Southern California Sensory Integration Test, Southern California Post-Rotary Mystagmus, Southern California Clinical Observations, and Gesell Gross and FIne Motor Adaptive Assessment. Language Development: Carrow's Test for Auditory Comprehension of Language, Northwestern Syntax Screening Test, Wepman Auditory Memory Span Test, Carrow's Elicited Language Inventory. Education: Slingerland Test, Wepman Auditory Discrimination Test, and Developmental Test of Visual-Motor Integration.

All of the assessment results are coordinated in CADETS (Child Accountable Developmental Evaluation and Teaching Strategy), which provides a concise profile of development for the integration of all assessment findings in the motor-perceptive, communicative, cognitive, academic, and personal-social dimensions of development. In this respect CADETS coordinates, in a unified display, the assessments and observation of all the disciplines. Such information provides, in turn, the authoritative base for the conceptualization of a developmentally-valid individualized educational program.

PROGRAM FOR PARENTS:
Parents are seen individually in connection with development and implementation of the IEP for each child. Parent training sessions are also conducted in small groups in all demonstration sites.

AFF DEVELOPMENT:
Systematic provision is made for ongoing staff development through an intensive interdisciplinary child study course and a practicum which fosters the efficient implementation of developmentally sound IEPs. The inservice training emphasizes the synthesis of interdisciplinary assessments in a unified developmental profile, the analysis of crucial learner strengths and weaknesses reflected in a profile, the pinpointing of a concise strategy based on such analysis, and the translation of the strategy into an operational program of goals, objectives and activities. CADETS provides a coordinated framework for inservice training, with particular emphasis on "hands-on" individual child study team consultation.

PROJECT UPSTART

FISCAL AGENCY: D.C. Society for Crippled Children, Inc.

ADDRESS: 2800 13th St. N.W.
Washington, D.C. 20009

PHONE: 202/232-2342
YEAR OF FUNDING: Second

PROJECT STAFF: Lee Walshe, Director
Coordinator, 3 Teachers, Occupational Therapist, Secretary, 2 Teaching Aides, Social Worker, Occupational Therapist Aide (part-time)

CHARACTERISTICS OF TARGET POPULATION:
The project serves severely/profoundly retarded children, ages birth to four years.

PROGRAM FOR CHILDREN:
This center-based effort seeks to provide an educational program for sensory-motor integration and neuro-development. Two classrooms serve project children.

MEASURES OF CHILD PROGRESS:
The following measures are administered four times a year: the Infant LAP, the Vineland Social Maturity Scale, the Cattell, the REEL, the SICD, the Gross Motor Reflex Development (GMRD), and Farentino Reflex Testing.

PROGRAM FOR PARENTS:
At the beginning of the year, parents complete a questionnaire indicating what services they feel they need. Advice is also given regarding therapy. The social worker conducts a weekly parent group and monthly parent meetings visited by outside professionals.

STAFF DEVELOPMENT:
Workshops (e.g., a five-week workshop on sensory-motor integration) are held for staff throughout the year. The staff also attends professional meetings and outside training programs in areas of professional importance. The project is developing a training program for volunteers in the classroom.

028 DEMONSTRATION

HANDICAPPED INFANT INTERVENTION PROJECT (HIIP)

FISCAL AGENCY: District of Columbia, Department of Human Resources

ADDRESS: D.C. General Hospital
Department of Pediatrics--
Fourth Floor West
1900 Massachusetts Avenue
Washington, D.C. 20003

PHONE: 202/626-7016

YEAR OF FUNDING: Second

PROJECT STAFF: Elaine Vowels, Director (.50)
Program Coordinator, Administrative Assistant, 2 Speech Pathologists, Management Specialist (part-time), Clinical Social Worker (part-time), Audiologist (part-time), Infant Development Specialist, Clerk-Typist, Child Development Specialist, Social Worker Associate, Nutritionist (part-time), Physical Therapist (part-time), Research Psychologist (part-time), Statistician

CHARACTERISTICS OF TARGET POPULATION:
The project serves high-risk, low income children (0-3) with communication and developmental disorders. The majority of the children are from minority groups.

PROGRAM FOR CHILDREN:
The program consists of home- and center-based treatment. Goals include early identification, diagnosis, and treatment of high-risk children. Services are coordinated with other agencies (e.g., day care or Head Start programs) which also provide continuity of care. Home visits are made by the social worker to introduce the program to families. Cooperative efforts with sites off the hospital premises facilitate screening and early identification.

MEASURES OF CHILD PROGRESS:
High-risk screening within the hospital utilizes impedance audiometry, review of medical conditions, and twice-weekly audiological testing (in intensive care unit). Outside referrals are screened via the LAP and the Birth-3 Scale (Bangs and Garrett). The Bayley and REEL are also used.

PROGRAM FOR PARENTS:
Parent training is conducted weekly at the center and parent group workshops, using the interdisciplinary team approach, are held to teach therapy approaches to parents.

STAFF DEVELOPMENT:
Staff development includes consultation in interdisciplinary areas for staff and director; site visits; workshops, seminars, and conference participation by staff; and daily and weekly staff meetings to update staff on referrals and project aspects.

LIVING STAGE IMPROVISATIONAL THEATRE, DEMONSTRATION PROJECT FOR ORTHOPEDICALLY HANDICAPPED CHILDREN, AGES THREE TO EIGHT

FISCAL AGENCY: Arena Stage (Washington Drama Society)

ADDRESS: Sixth and Maine Avenue, S.W.
Washington, D.C. 20024

PHONE: 202/554-9066

YEAR OF FUNDING: First

PROJECT STAFF: Robert Alexander, Director; Wendy Haynes, Coordinator Assistant Director, Production Manager, Production Assistant, 3 Actor/Educators, Director of Development

CHARACTERISTICS OF TARGET POPULATION:

The project serves children (3-8) with severe orthopedic handicaps.

PROGRAM FOR CHILDREN:

The purpose of the program is to excite children about their own creativity. Verbal and nonverbal orthopedically handicapped children explore themselves and their creativity through the use of improvisational techniques. The program seeks to facilitate positive change in verbal and nonverbal peer interaction.

MEASURES OF CHILD PROGRESS:

Primary measures of child progress include self-concept tests (administered to children every four months), observation of children, and attitude scales completed by parents and teachers. The model for evaluation is being developed.

PROGRAM FOR PARENTS:

The program attempts to positively affect parental attitudes toward handicapped children and their capabilities. Sessions are always open to parents, and any parent can volunteer to be trained to use the techniques employed by the program at home. The project director conducts parent workshops every two weeks, and three parent meetings per year are held to discuss program activities.

STAFF DEVELOPMENT:

A two-month program of intensive training is provided to the actor/educators before they begin work with the children to insure they have mastered the techniques of improvisational theatre. A two- to five-hour evaluation session is held after each performance workshop. Staff also attends conferences periodically.

030 DEMONSTRATION

THERAPEUTIC EDUCATIONAL DAY CARE FOR INFANTS

FISCAL AGENCY: The Hospital for Sick Children

ADDRESS: 1731 Bunker Hill Rd., N.E.
Washington, D.C. 20017

PHONE: 202/832-4400
YEAR OF FUNDING: First

PROJECT STAFF: Elliott Lapin, Director; Etrulia R. Lee, Coordinator/Teacher Teacher Aide, Pediatric Physical Therapist, Occupational Therapist, Language Therapist

CHARACTERISTICS OF TARGET POPULATION:

The project serves ten severely multi-handicapped children (0-4) who are institutionalized or at risk for institutionalization.

PROGRAM FOR CHILDREN:

A center-based approach provides a full-day, five-day-a-week, year-round educational and therapeutic program. The curriculum includes a combination of sensory integration and competency-based approaches. An individual program is developed for each child as prescribed by P.L. 94-142. Community agencies provide consultant services as needed.

MEASURES OF CHILD PROGRESS:

Upon enrollment in the program, each child is assessed using the Pennsylvania Training Model and Individual Assessment Guide, the Milani-Comparetti Developmental Test, and the Receptive-Expressive Emergent Language Scale. The first assessment is updated monthly as the child attains or strengthens skills; the other two are administered yearly as cumulative indicators of child progress.

PROGRAM FOR PARENTS:

The program goal for parent/family service is the provision of training and supportive services which help parents interface with community agencies and maximize the effectiveness of services delivered. The basic and most important supportive service provided to parents is a comprehensive program for their children. Other services include group and individual meetings, training sessions in the classroom, monthly workshops, and periodic lectures and media presentations. Periodic interviews assess the effectiveness of the parent education program. Parents also are active members of the therapeutic-educational team.

STAFF DEVELOPMENT:

The project director serves as staff development coordinator. Weekly staff meetings are held to review, evaluate, revise, and extend program components as needed; meet with staff or community professionals; and examine children's individual programs and progress.

SPECIAL FEATURES OF PROGRAM:

Public school and agency personnel responsible for the education of project children once they reach school constitute an additional target group of this project. Also, the project has a program evaluation plan implemented by staff and an external evaluation firm.

TODDLER EARLY EDUCATION PROJECT

FISCAL AGENCY: University of Miami, Department of Pediatrics

ADDRESS: Mailman Center for Child Development
University of Miami
P.O. Box 016820
Miami, Florida 33101

PHONE: 305/547-6961

YEAR OF FUNDING: Third

PROJECT STAFF: Jeffrey M. Seibert, Director
Educational Consultant, Speech Therapy Consultant, Evaluation Consultant, Head Teacher, Teacher Aide

CHARACTERISTICS OF TARGET POPULATION:

The program serves 150 children (2-5) with a variety of handicapping conditions ranging from mild to severe (including physical and/or mental disabilities), who were referred from the Mailman Center, other community agencies, and Dade County (Florida) Child Find.

PROGRAM FOR CHILDREN:

Children attend daily classroom programs operated in seven sites: six Dade County Public Elementary Schools and the Mailman Center Debbie School, a specially designed experimental educational facility. Project consulting staff serve as a resource team to the sixteen classroom teachers throughout the county on developing appropriate programs for each child based on developmental assessments and curricula. Children are grouped according to approximate developmental level.

MEASURES OF CHILD PROGRESS:

The Uniform Performance Assessment System which covers gross motor, communication, social/self-help, and pre-academic domains is administered in the fall, winter, and late spring.

PROGRAM FOR PARENTS:

Parents have available to them a variety of training activities, classroom participation, workshops, group and individual counseling, and information on social services and legal rights. A model is presently being developed for the involvement of parents in the public school early education classes.

STAFF DEVELOPMENT:

A resource team of educational, speech therapy, and evaluation consultants is available and easily accessible to all teachers in the program. Areas for intervention are identified through a structured needs assessment process between teacher and resource team. Ongoing assistance and training are provided through dissemination of materials, individual consultations, and group inservices and workshops.

SPECIAL FEATURES OF PROGRAM:

The class at Mailman Center is used as a training site for advance students in intervention-related fields such as education, social work, physical and occupational therapy and speech therapy. Project staff also offers technical assistance and on-site visitations to requesting educational agencies.

FAMILY INTERVENTION PROJECT

FISCAL AGENCY: Georgia State University, Psychology Department

ADDRESS: Georgia State University
Box 664, University Plaza
Atlanta, Georgia 30303

PHONE: 404/658-3270

YEAR OF FUNDING: Second

PROJECT STAFF: Michael Berger, Director
Early Childhood Educator, Behavior Modification Specialist, 2 Physical Therapists, Speech Pathologist, 7 Case Managers

CHARACTERISTICS OF TARGET POPULATION:
The project serves children from Fulton County (0-4) who exhibit handicapping conditions.

PROGRAM FOR CHILDREN:
The program attempts to prepare children for normal school experiences and to enable parents and extended family to work with the child and the handicapping condition. The home-based program includes weekly home visits by staff.

MEASURES OF CHILD PROGRESS:
Instruments used for assessment include the Bayley Scales of Infant Development, the McCarthy Scales, the Milani-Comparetti Scale, and motor and speech/language assessments. Children are assessed upon entrance into the program and every six months therafter. Several family measures are administered at the same intervals.

PROGRAM FOR PARENTS:
Bimonthly parent groups, utilizing discussion, lecture, and training, are held. A weekly home program trains parents in therapy techniques.

STAFF DEVELOPMENT:
Upon entrance into the program, staff undergo a two-month training session at Georgia State University which examines assessment, child development, behavior management, and pediatric neurology. Inservice training is conducted monthly by project consultants.

PRESCHOOL READINESS EDUCATION PROGRAM (PROJECT PREP)

FISCAL AGENCY: Metropolitan Cooperative Educational Service Agency

ADDRESS: 2268 Adams Dr., N.W.
Atlanta, Georgia 30318

PHONE: 404/942-5266
YEAR OF FUNDING: Second

PROJECT STAFF: Jodie J. Morris, Director
3 Teachers, 3 Teacher Aides, Social Worker, Speech Therapist, Clinical Psychologist

CHARACTERISTICS OF TARGET POPULATION:
Twenty-four children (3-5) are served in three self-contained classrooms. The population served includes gifted-handicapped, abused-handicapped, and developmentally delayed children.

PROGRAM FOR CHILDREN:
The children are enrolled in a center-based program which operates five mornings per week. The program includes lunch and transportation. A home-based program is provided in the afternoons. Each child's program is individualized. Operant conditioning is the primary teaching method.

MEASURES OF CHILD PROGRESS:
The Learning Accomplishment Profile Diagnostic Edition, the Slosson Intelligence Test, the Peabody Picture Vocabulary Test, and the Photo Articulation Test are used for pre- and posttesting. Behavioral treatment plans, speech therapy treatment plans, and IEPs are rewritten or updated when the child has mastered target behaviors.

PROGRAM FOR PARENTS:
Classroom observations, monthly mothers meetings, and quarterly evening parent meetings are conducted. The home-based program operates in the afternoons. Individual and family counseling/therapy is provided by the social worker and clinical psychologist. Home visits are conducted by the social worker and staff.

STAFF DEVELOPMENT:
Orientation sessions are conducted for all staff. Inservice activity largely takes the form of workshop and task force work sessions. Weekly staff meetings are held to discuss program operations. Monthly sessions are scheduled to provide specific training.

SPECIAL FEATURES OF PROGRAM:
M-CESA is part of a statewide network of regional service agencies established by the Georgia State Legislature in 1972. M-CESA services are available to the seven-county Atlanta metro area. Project PREP is located within the Douglas County school system.

034 DEMONSTRATION

DEMONSTRATION PROJECT FOR PRESCHOOL HANDICAPPED CHILDREN

FISCAL AGENCY: Fort Valley State College

ADDRESS: P.O. Box 5483
Fort Valley State College
Fort Valley, Georgia 31030

PHONE: 912/825-6404

YEAR OF FUNDING: First

PROJECT STAFF: Alma Calloway, Director
2 Classroom Teacher Aides, Office Manager/Secretary, Special Education Specialist

CHARACTERISTICS OF TARGET POPULATION:
The project serves children (3-5) with varying types and degrees of handicaps.

PROGRAM FOR CHILDREN:
This center-based program offers to the handicapped child counseling and participation/interaction in educational programs. The project also serves as a source of information about services for handicapped children, and works to heighten community awareness of the problems faced by project children.

MEASURES OF CHILD PROGRESS:
The California Developmental Profile, the Boyd Developmental Scale, and the Stanford-Binet are administered every six months.

PROGRAM FOR PARENTS:
The family coordinator educates parents regarding therapy techniques and the education/development of their children. The coordinator makes home visits as needed. Parent meetings are held monthly.

STAFF DEVELOPMENT:
Individual assignments and professional meetings constitute project staff development activities.

FAMILY AND INFANT PROGRAM

FISCAL AGENCY: Gwinnett County Schools

ADDRESS: 525 Bethesda School Road
Lawrenceville, Georgia 30245

PHONE: 404/921-2673
YEAR OF FUNDING: Third

PROJECT STAFF: Charlotte Koss, Director
Family Coordinator, Curriculum Specialist, 2 Parent Workers, 2 Classroom Teachers, Assistant Teacher, Physical Therapist, Secretary

CHARACTERISTICS OF TARGET POPULATION:
The program serves children (0-5) in classrooms and home-based settings. Handicapping conditions include mental retardation, physical and/or multiple handicaps, developmental delays, and serious emotional disturbance. All children live in Gwinnet County, Georgia.

PROGRAM FOR CHILDREN:
The children attend class directed by a teacher and assistant. The classes operate four days per week for three-hour sessions. Teachers make monthly home visits to coordinate home and classroom goals for each child. The home program offers weekly home training sessions, play groups, and joint home visits conducted by the parent workers. Each child in the home and classroom programs has an IEP developed jointly by parents and staff with goals in cognitive, self-help, language, and fine and gross motor areas.

MEASURES OF CHILD PROGRESS:
The McCarthy Scales of Children's Abilities and the Bayley Scales are used to assess children entering the program and at six-month intervals. Other instruments used are the Peabody Picture Vocabulary Test, the Developmental Test of Visual-Motor Integration, and the Portage Guide to Early Education Checklist.

PROGRAM FOR PARENTS:
Parents participate in a six-week classroom training program for weekly three-hour sessions to increase skills in behavior management and teaching. Parents are also offered a six-week workshop in communication skills. Counseling groups and individual and family counseling are available. The parent group meets monthly with guest speakers. This group has also been involved in child advocacy and fund raising.

STAFF DEVELOPMENT:
Activities responsive to specific staff needs are conducted twice monthly. Ongoing supervision is provided through team meetings involving the curriculum specialist, teacher, assistant teacher, and family coordinator for individual case review and weekly staff meetings.

SPECIAL FEATURES OF PROGRAM:
Psychological services, counseling, program evaluation, and speech, vision, and hearing evaluations are provided to children through North Metro Children's Center, Gwinnett County Public Health Department, Gwinnett County Schools, and Gwinnett Mental Health and Crippled Children's Services.

EDUCATIONAL SERVICES FOR HANDICAPPED INFANTS AND CHILDREN (0-5 YEARS): A RURAL MODEL

FISCAL AGENCY: College of Education

ADDRESS: University of Idaho
Moscow, Idaho 83843

PHONE: 208/885-6150
YEAR OF FUNDING: First

PROJECT STAFF: N. Dale Gentry, Ph. D., & Maynard F. Yutzy, Directors
Project Manager

CHARACTERISTICS OF TARGET POPULATION:

25 children (birth-5) who have been identified as having known syndromes or high-risk characteristics which result in a high incidence of mental retardation or other handicapping conditions.

PROGRAM FOR CHILDREN:

The children will be assessed by different professional disciplines on normative and criterion-referenced measures. Appropriate individual education plans will be developed using various curricula: Teaching Research, Gentry, Portage Guide, and the Learning Accomplishment Profile. Services will be provided through both home- and center-based programs, consultant services, and technical assistance. Ongoing data will be collected and analyzed with the identification of the most effective teaching strategies pinpointed in specific curricular areas.

PROGRAM FOR PARENTS:

Parents will participate in all aspects of the intervention process: assessment, program planning, implementation, etc. Staff will provide ongoing training strategies, consumer information, and procuring services.

PROGRAM FOR STAFF:

All staff, including parents, receive training in competencies to be measured as they relate to child progress. Programmed training modules will be developed and/or retrieved for implementation in areas including child development, training strategies, maintenance and generalization of skills, and management planning (via systems analysis). Ongoing feedback via a training proficiency scale (to be developed) will be given to staff and parents to determine the effectiveness of specific training components during training sessions with the child. Regular meetings are held to report on child progress, individually and in group meetings.

SPECIAL FEATURES OF PROGRAM:

PERT (Program Evaluation And Review Technique) will be utilized in the planning and scheduling of product outcomes of the project. The purpose of this component of systems analysis is to: 1) identify the steps to reaching the final goal of quality services to children with handicapping conditions; and 2) focus on the development of products, identifying the cost-effectiveness of the project services. Another feature of the project is the rural model of service delivery, due to the geographical layout of the state of Idaho. Services will be delivered in a comprehensive and systematic way, coordinated with all staff, parents, and associated personnel, so that a common communication between parties can be developed.

LEEP - LITTLE EGYPT EARLY CHILDHOOD PROGRAM

FISCAL AGENCY: Southern Illinois Educational Service Center

ADDRESS: JAMP Diagnostic Center
Route #1
Karnak, Illinois 62956

PHONE: 618/634-9568
YEAR OF FUNDING: Second

PROJECT STAFF: Jane Kiser, Coordinator
2 Speech-Language Pathologists, 3 Classroom Teachers (3-5), Home Program Teacher (3-5), Home Program Teacher (0-3), Home Program Teacher/Coordinator (0-3), 3 Classroom Paraprofessionals (3-5), 3 Home-Based Paraprofessionals, Physical Therapist, Nurse, Psychologists

CHARACTERISTICS OF CHILD POPULATION:
Children (0-5) are eligible regardless of severity or multiplicity of handicap (except deaf and deaf/blind 3- to 5-year-olds who are served in regional or state programs).

PROGRAM FOR CHILDREN:
Center-based and home-based delivery systems are available to 3- to 5-year-olds, with choice of delivery system determined by age, home teaching potential, severity/multiplicity of handicap, need for support services, and child socialization needs. Services for birth to 2-year-olds are home-based, supplemented by center-based parent-child activities. Speech and language services are provided in the home-based program via a consultant model; in the center-based program via direct therapy and coordinated teacher/clinician programming. A coordinated assessment and planning system (C.A.P. System), utilizing behavioral objectives in five developmental areas, forms the basis of the curriculum. The PEECH model provides the framework for the provision of classroom instruction.

MEASURES OF CHILD PROGRESS:
(1) C.A.P. System: 0-5 diagnostic instrument administered within 30 days of placement using sampling system. Assessment continues as objectives are achieved. Reassessment at end of program year. (2) Administered prior to placement and at year-end: 3-5 years--Stanford-Binet, Vineland Social Maturity Scale, Test of Visual Motor Integration (Beery), Peabody Picture Vocabulary Test; 0-2 years--Cattell Infant Intelligence Scale, Verbal Language Development Scale (Meecham), Vineland Social Maturity Scale. (3) Children with speech or language delays are tested prior to placement and again at year-end using a battery of tests.

PROGRAM FOR PARENTS:
Individualized parent training is provided in both home-based and center-based programs. Training is provided in assessment, teaching and behavior management skills. Information is also provided on child development specific handicapping conditions. Parents in both programs are involved in diagnostic assessment and planning of their child's program.

STAFF DEVELOPMENT:
Staff development is provided through a yearly preservice training week and regular inservice training workshops throughout the year. In addition, paraprofessionals are provided individual on-the-job training by their supervising teachers. Staff training includes assessment, teaching, behavior management, and parent training skills.

038 DEMONSTRATION

PRE-START: A MEDICAL/EDUCATIONAL/SOCIAL/PSYCHOLOGICAL MODEL OF SERVICES FOR PREMATURE HIGH-RISK INFANTS

FISCAL AGENCY: Dept. of Pediatrics, Loyola U., Stritch School of Medicine

ADDRESS: 2160 South First Avenue
Maywood, Illinois 60153

PHONE: 312/531-3499
YEAR OF FUNDING: First

PROJECT STAFF: Jennie E. Swanson, Director
Neonatologist, Neonatal Follow-up Coordinator, Clinical Psychologist, Parent Involvement Coordinator, Social Worker, Evaluator

CHARACTERISTICS OF TARGET POPULATION:

The population includes the families of 30 high-risk infants born at Loyola University McGraw Hospital or transferred to the Hospital from 12 community hospitals. Services will be provided from birth to 3 years for eligible children and their families.

PROGRAM FOR CHILDREN:

A team approach is emphasized, using personnel from the fields of medicine, education, social work, and psychology. Support services begin for high-risk infants and families in a hospital intensive care unit. The Pre-Start program provides for medical, educational, social, and psychological linkage services by referring eligible high-risk infants and families to community agencies and programs based on each family's unique needs. The focus is on expansion of family competencies and a parent-child professional partnership.

MEASURES OF CHILD PROGRESS:

1) Apgar score at 1 and 5 minutes after birth; 2) Assessment of the Newborn at 40 weeks postconception; 3) Partners in Child Development, ongoing assessment by parents until age 3 which is validated by staff at regularly scheduled clinic visits; 4) Denver Developmental Screening Test at 2 weeks, 9 months, and 2 years.

PROGRAM FOR PARENTS:

The Pre-Start Parent Program is designed to meet specific and general needs of parents whose children are high-risk and/or preterm. Facilitation is based upon assessment of parent "target needs" and competencies obtained through conferences with staff. Program options for parents may include daily conferences, direct facilitation, contact with the infant in the Neonatal Intensive Care Unit, participation in information seminars, individual and group counseling, and regular sharing of the infant's progress between staff and parents.

STAFF DEVELOPMENT:

Weekly staff meetings are held for inservice and project review. Inservice is based on personal, professional, and project needs. Emphasis is on functions rather than roles.

SPECIAL FEATURES OF PROGRAM:

Assessment by parents, focus on family competencies, inclusion of extended family, continuous care beginning immediately after birth, early identification of negative environmental influences.

PROJECT TRACE (TRANSITIONAL RESOURCE ADDRESSING CHILDREN'S EARLY EDUCATION)

FISCAL AGENCY: West Chicago Elementary School District #33

ADDRESS: 312 E. Forest Avenue
West Chicago, Illinois 60185

PHONE: 312/231-1670
YEAR OF FUNDING: First

PROJECT STAFF: Beth R. Bandy, Director
3 Teachers, 2 Instructional Aides

CHARACTERISTICS OF TARGET POPULATION:

Fifty-five mixed handicapped children (3-8) are served in four placement alternatives. The children must exhibit a 12-month delay, as determined by standardized instruments, in one or more of the following areas: gross and fine motor, self-help skills, receptive and expressive language, visual and auditory processing skills, social behavior, or pre-readiness, readiness and/or academic skills.

PROGRAM FOR CHILDREN:

The TRACE structure consists of four placement alternatives: a preschool handicapped program, supportive service to private nursery schools, transitional kindergarten, and transitional primary program. The curriculum is developmental and focuses on the areas of self-help, motor, receptive and expressive language, visual and auditory processing, social behavior and pre-readiness, readiness and/or academic skills. This curriculum is implemented via each student's individualized educational program resulting from a process of referral, case study evaluation, and multidisciplinary staffing.

MEASURES OF CHILD PROGRESS:

Each student receives a case study evaluation prior to placement in the program. The educational portion of this evaluation would include a standardized measurement of the child's intellectual potential, achievement, processing skills, motor development, speech and language skills, and social behavior. Deficit areas are re-evaluated in the spring to measure progress.

PROGRAM FOR PARENTS:

Parent-family participation includes monthly home visits at the preschool level and quarterly conferences at the other placement alternatives. Weekly newsletters are sent home and monthly parent meetings are conducted for parents of handicapped and nonhandicapped children, focusing on needs identified through a parent questionnaire. Support services are available from the district's pupil personnel services staff.

STAFF DEVELOPMENT:

An initial staff training session is followed by continuing inservice training based on a staff development agreement between each staff member and the director. Staff attends bimonthly project meetings and is encouraged to attend county and state workshops, institutes and conventions that pertain to early childhood and special education, as well as visit other projects in the state that address early intervention for handicapped children.

SPECIAL FEATURES OF PROGRAM:

Project TRACE offers a continuum of educational experiences for young handicapped children that wean them from dependency towards achieving full potential for social, emotional, physical and cognitive growth. It also offers interaction between handicapped students and nonhandicapped students, parent/family involvement in all phases of the program, and interaction between public and private agencies.

040 DEMONSTRATION

INDIANA INTEGRATED MODEL PRESCHOOL PROGRAM

FISCAL AGENCY: Developmental Training Center

ADDRESS: Indiana University Foundation
P.O. Box F
Bloomington, Indiana 47401

PHONE: 812/337-6508

YEAR OF FUNDING: First

PROJECT STAFF: Susan K. Shuster, Director
Physical Therapist, 2 Demonstration Teachers, 2 Instructional Assistants, Psychometrist, Speech/Language and Hearing Specialist

CHARACTERISTICS OF TARGET POPULATION:
Twenty-three severely/profoundly handicapped children (3-6) are served by the project.

PROGRAM FOR CHILDREN:
The program consists of a center-based component with a noncategorical approach, using the least restrictive environment for normalization. A curriculum has been developed by the program for motor and communication skills.

MEASURES OF CHILD PROGRESS:
Instruments used include: (1) the Uniform Performance Assessment System, administered every six months; (2) the Consortium on Adaptive Performance Evaluation, administered every three months; (3) the Individual Preschool Development Assessment Scale, administered monthly; and (4) three-minute videotapes of each child and teacher to measure child progress and teacher effectiveness, made every three months.

PROGRAM FOR PARENTS:
The parent is trained as a teacher. A variety of involvement is provided, including the acquisition of supplementary services for parents through other agencies.

STAFF DEVELOPMENT:
Activities include local, regional, and state workshops, and visits to other sites. Consultants provide specific training according to the needs of staff. Biweekly staff meetings are held to review activities and update staff members.

SPECIAL FEATURES OF PROGRAM:
A unique element of the project is a strong cooperative relationship between the university, SEA, and LEA, including cooperation with the Indiana State Implementation Grant project.

OPERATION MOUTHFUL

FISCAL AGENCY: Des Moines Independent Community School District

ADDRESS: Willard School
2941 Dean Ave.
Des Moines, Iowa 50317

PHONE: 515/266-1730
YEAR OF FUNDING: Third

PROJECT STAFF: Kate Bauman Jedlicka, Manager
2 Speech Clinicians, 8 Clinical Associates

CHARACTERISTICS OF TARGET POPULATION:

Program serves language-delayed children (3-8) in public and private schools. Children at or below 10% on the expressive portion of the Northwestern Syntax Screening Test are admitted to the program. Children are served regardless of their handicapping condition if they are delayed in language development.

PROGRAM FOR CHILDREN:

Children are placed in the Monterey Language Program, which contains 40 steps covering specific language areas. Children are seen by the clinicians in their classrooms either individually or in small groups.

MEASURES OF CHILD PROGRESS:

Initial screening: Northwestern Syntax Screening Test.

Assessment: Programmed Conditioning for Language Test (PCLT), a placement test in expressive language. A program score and adequacy level are determined at this time.

Pre- and post-criterion test for each program step in an ongoing fashion.

PROGRAM FOR PARENTS:

The Monterey Language Program contains a built-in home carryover program. The parents are taught to run the child's program and collect the data. The staff run maintenance checks on the child. Parents participate in large group sessions, PTA meetings, and informal coffees. Parents are asked for feedback (attitude scale) on both their feelings about their child's performance as well as their own benefits from the project.

STAFF DEVELOPMENT:

Staff participates in weekly associate meetings and attends various state inservices and workshops. Also, training to administer the Monterey Language Program is provided to volunteers and aides. The training consists of a 5-day workshop which contains practicum and posttest on skills. There are also followup observations by supervisors and a refresher workshop that follows the training.

SPECIAL FEATURES OF PROGRAM:

Operation Mouthful uses aides and volunteers to run the programs with the children. After they have been trained, they are able to expand the services to children who might not normally be seen by speech clinicians as frequently.

042 DEMONSTRATION

A TRANSDISCIPLINARY APPROACH TO THE EVALUATION OF SEVERELY/MULTIPLY HANDICAPPED PRESCHOOL CHILDREN

FISCAL AGENCY: Department of Special Education, University of Kansas

ADDRESS: Department of Special Education
Herbert C. Miller Building
U. of Kansas Medical Center
Kansas City, Kansas 66103

PHONE: 913/588-5946
YEAR OF FUNDING: First

PROJECT STAFF: Cindy Billionis, Director
3 Teaching Assistants, Parent Consultant, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Sixteen preschool children (0-6) with severe and profound multiple impairments. Children must manifest severe or profound (functional) retardation with at least one additional handicapping condition.

PROGRAM FOR CHILDREN:

Each child receives 2½ hours of educational programming four days per week. Individual programs emphasize the development of functional skills which are applicable to the classroom, home, and community environment. Specific programs are designed and implemented by members of the transdisciplinary team, dependent upon the child's handicapping conditions. Each child receives both individual and group instruction. Children exhibiting the most severe feeding difficulties also receive training during a lunch session.

MEASURES OF CHILD PROGRESS:

A comprehensive transdisciplinary evaluation is conducted at the beginning of each year, prior to the IEP conference. Follow-up assessments are conducted in January and May to monitor child progress. Assessment instruments include the following: Callier-Azusa Scale, TARC Assessment Inventory, Bayley Scales of Infant Development, Pennsylvania Training Model Individual Assessment Guide, Performance Assessment Battery, Developmental Profile, Developmental Programming for Infants and Young Children I, Vineland, Environmental Pre-Language Battery. Audiological and dietary assessments are also conducted. In addition, a feeding evaluation and a range of motion checklist are being field-tested in the classroom. Formative evaluation is a continuous process. Data are collected daily and used to make determinations about continuation or modification of intervention strategies.

PARENT PROGRAM:

Parents are provided with information and skills to facilitate active participation in their child's education. Regular group parent meetings involve lectures and discussions to supplement curriculum modules covering general child growth and development, causes and treatment of specific handicapping conditions, skill development and teaching techniques, and information on the transdisciplinary approach. Parent-child teaching in both the classroom and at home will be available, with feedback from staff during home visits.

STAFF DEVELOPMENT:

All staff and students in the program engage in training opportunities within the UK Medical Center Complex which include weekly seminars concerning topical issues and program description in the various disciplines. Staff and students are encouraged to attend local, state, regional, and national conferences.

PROJECT AIDE

FISCAL AGENCY: Institute of Logopedics

ADDRESS: 2400 Jardine Drive
Wichita, Kansas 67219

PHONE: 316/262-8271
YEAR OF FUNDING: Third

PROJECT STAFF: Vernon L. James, M.D., Director
Coordinator, Special Educator, Physical Therapist, Speech-Language Pathologist

CHARACTERISTICS OF TARGET POPULATION:

Program serves 20 children (with an additional 20 children evaluated regularly as a contrast population) from birth to 3 who are identified as "at risk" by the following criteria at birth: 1) over 1500 grams with severe respiratory distress syndrome, 2) under 1500 grams with respiratory distress syndrome, 3) gestational age less than 32 weeks, 4) all infants requiring mechanical ventilation for more than 24 hours.

PROGRAM FOR CHILDREN:

The child and family are enrolled in either the Home Clinic Infant Program (HCIP) or the Parent/Infant Interaction Program (PIIP). In either division, parent and child are seen by an assigned member of the transdisciplinary team. An individualized program in all appropriate areas has been written for the child and discussed at the evaluation staffing. Parents have input into this program at the time of the parent staffing. Auxiliary services include audiological evaluations every four months plus, as necessary, counseling and various recommended community services.

MEASURES OF CHILD PROGRESS:

The Brazelton Neonatal Assessment Scale is utilized to assess all eligible infants just prior to their leaving the hospital. Upon entry into the program, four assessment instruments are used: The Receptive-Expressive Emergent Language Scale (REEL), the Bayley Mental Scales and Bayley Infant Behavior Record, the Neuromuscular Evaluation, and the James' Nurturance Scale. The first three instruments are used every four months to re-evaluate all children in the program. When a child is equal in chronological and developmental age, he graduates from Project AIDE and is re-evaluated four and eight months postgraduation.

PROGRAM FOR PARENTS:

The parent program focuses in a dual manner on an educative dimension and an affective dimension. The educative dimension, conducted by the regular Project AIDE staff, becomes an integral part of the curriculum of the weekly parent/infant sessions. The affective dimension is included during regular sessions, group parent meetings, and the individual counseling that self-selected parents receive.

STAFF DEVELOPMENT:

Weekly staff meetings are utilized, along with additional inservice instruction, infant center visitations, workshops, conferences, and consultations.

044 DEMONSTRATION

EASTERN KENTUCKY COALITION EARLY CHILDHOOD PROGRAM FOR SEVERELY HANDICAPPED CHILDREN AGES BIRTH TO EIGHT YEARS

FISCAL AGENCY: United Cerebral Palsy of the Blue Grass

ADDRESS: Box 8003
465 Springhill Drive
Lexington, Kentucky 40503

PHONE: 606/278-0549
606/276-2813

YEAR OF FUNDING: First

PROJECT STAFF: Rhea Taylor, Director
Aide, Physical Therapist (part-time), Home Service Worker, Home Service Worker (part-time), Speech Therapist, Pediatric Neurologist (part-time), Secretary (part-time), Bookkeeper

CHARACTERISTICS OF TARGET POPULATION:
Severely and profoundly handicapped children (0-12) who are functioning at an age level of seven and under are served by this project.

PROGRAM FOR CHILDREN:
A major program goal is to prepare children for mainstreaming into public school and to help them achieve their highest potentials. Another goal is to help parents understand their children's problems and to assist in their training. Interventions include child therapy and parent training. Training school personnel to understand and accept the needs of handicapped children is another major project goal. Intervention activities deal with motor, cognitive, personal-social, and speech and language skills. These activities are conducted in the public schools on a daily basis for children ages six to nine, and at home for children from birth to five years.

MEASURES OF CHILD PROGRESS:
The following instruments are administered as pre- and posttests: the Lexington Developmental Scale, the Brigance Early Inventory of Development, the PPVT, the Goodenough-Harris Drawing Test, and the Goldman-Fristoe Test of Articulation. A number of tests may be administered as necessary at the beginning of the year, such as the REEL, the Milani-Comparetti Scale, the Templin Darley Scale, the Environmental Language Inventory, the Pre-Language Battery, the LAP, and the Uzgiris-Hunt Ordinal Scales of Development. Child progress is assessed informally on a weekly basis.

PROGRAM FOR PARENTS:
The goal of this program is to help parent cope with the needs of their handicapped children. This is done through weekly home visits. Parents in the home-based program also meet monthly at the school site. Currently, 100 percent of the parents participate in the project.

STAFF DEVELOPMENT:
Staff training is conducted through workshops, seminars, conferences, and weekly staff meetings.

SPECIAL FEATURES OF PROGRAM:
- A citizen advisory group which is active in the community.
- Consultation to surrounding counties regarding replication of the program.

LOUISVILLE SCHOOL FOR AUTISTIC CHILDREN
DEMONSTRATION PRESCHOOL PROJECT

FISCAL AGENCY: Louisville School for Autistic Children

ADDRESS: 601 Nottingham Parkway
Louisville, Kentucky 40222

PHONE: 502/426-3530
YEAR OF FUNDING: Second

PROJECT STAFF: Jayne D. Miller, Director
Readiness Teacher, Preschool Teacher, 2 Teacher's Aides, Speech Therapist (.50), Music Therapist (.20), Family-Community Coordinator (.50), Secretary (.75), Business Manager (.50), Consulting Psychologist, Research Assistant

CHARACTERISTICS OF TARGET POPULATION:
The project serves children (2-8) who are designated as severely handicapped with autistic-like behavior. Behavioral characteristics may include: severe language or perceptual cognitive deprivation; failure to respond appropriately to pronounced social stimuli; self-mutilation or self-stimulation; intensive and prolonged temper tantrums; or the absence of rudimentary forms of verbal control.

PROGRAM FOR CHILDREN:
Project staff utilizes behavior modification techniques to shape the student's ability to function in increasingly larger educational units. Three one-hour sessions are conducted initially, with a one-to-one teacher-to-student ratio. Students are placed concurrently in one or more tracks of the RADEA program, a developmental specific skills program, and in the LSAC Adaptive Skills Curriculum. The primary focus of the speech program for nonverbal students is utilization of simultaneous communication through the use of signed English. Children are in the program six hours per day, five days per week.

MEASURES OF CHILD PROGRESS:
Rating scales, developmental checklists, and progress tracking systems (such as the RADEA and the Evaluation and Prescription for Exceptional Children) are used. The RADEA is administered as pre- and posttests, and the EPEC is administered to check progress three times yearly. Standardized formal psychological testing instruments also are used, including the Stanford-Binet, Minnesota Preschool Scales, McCarthy Scales, PPVT, Leiter Test of Nonverbal Intelligence, Bayley Scales, WPPSI, Vineland Social Maturity Scale, and the Developmental Test of Visual-Motor Integration. A test battery of psychologicals is administered to each child upon intake into the program and termination from the project.

PROGRAM FOR PARENTS:
Parents have access to periodic conferences with project staff, written materials, a professional library, and psychological therapy. Two formalized training programs are offered: a basic course, offered twice during the school year, is designed to familiarize the parents with basic behavior modification techniques; and advanced sessions, offered once during the year, examine skill acquisition and teach the parents to teach the child. A parent newsletter is distributed regularly. Parent needs assessments are obtained twice yearly.

STAFF DEVELOPMENT:
Staff development activities include initial competency-based training to match job descriptions, continuing inservice training for professional staff and paraprofessionals (community volunteers), and weekly staff conferences with the project director and consultants.

046 DEMONSTRATION

PROJECT FOR EARLY EDUCATION OF EXCEPTIONAL CHILDREN (PEEEC)

FISCAL AGENCY: West Kentucky Educational Cooperative

ADDRESS: Special Education Building
Murray State University
Murray, Kentucky 42071

PHONE: 502/762-6965

YEAR OF FUNDING: Second

PROJECT STAFF: Melba Casey & Bob Kibler, Co-Directors
2 Demonstration Classroom Teachers, 2 Home/School Instructional Program Teachers, 2 Teacher Aides, Secretary

CHARACTERISTICS OF TARGET POPULATION:
Priority is given to children (3-8) who have two or more handicaps and to those who cannot be adequately served through existing programs. High-risk children are also served.

PROGRAM FOR CHILDREN:
A diagnostic-prescriptive program provides an individualized educational plan for each identified child which is easily replicated for use in the early education of these exceptional children, thereby making possible their successful integration into public kindergartens and primary classrooms.

MEASURES OF CHILD PROGRESS:
A psychological assessment is used to determine eligibility upon entry, and is re-administered every three years. Also used on a twice-yearly basis are the Project MEMPHIS Developmental Scale, the LAP-D, the Brigance, and Burk's Behavior Rating Scale.

PROGRAM FOR PARENTS:
Formal parent training emphasizes the development of positive parenting attitudes, the employment of basic behavior-shaping skills, and parental understanding of general child development. Community agencies cooperate in the provision of personal counseling for families who require more than the parent training program.

STAFF DEVELOPMENT:
Staff development needs are determined quarterly and are met through course work, individual development programs, and workshops. Emphasis is placed on the development of DPT skills for all individuals involved in the project and a general orientation to the project's activities and philosophy.

THE IDENTIFICATION AND MANAGEMENT OF YOUNG HEARING-IMPAIRED CHILDREN

FISCAL AGENCY: Brescia College

ADDRESS: 120 W. Seventh Street
Owensboro, Kentucky 42301

PHONE: 502/685-3133
YEAR OF FUNDING: Second

PROJECT STAFF: James L. Fitch, Director; Gene Ann Young, Coordinator Family Coordinator, Teacher Counselor I, Teacher Counselor II

CHARACTERISTICS OF TARGET POPULATION:
The project serves hearing-impaired children, ages birth to eight years.

PROGRAM FOR CHILDREN:
Services to children birth to three are provided in the child's home; the self-contained preschool classroom serves children ages three to six years. Services are also provided in settings (including nursery schools and public schools) which involve children whose hearing is normal.

MEASURES OF CHILD PROGRESS:
After entry into the program, and depending upon the child's age at identification of hearing loss, the following instruments are utilized to measure progress: SKI*HI Outreach instruments (0-3); LAP-D (3-6); McCarthy Scales; and academic testing such as Key Math and PIAT (6-8).

PROGRAM FOR PARENTS:
Parents are offered a planned program of specific information as well as opportunities for individual and group counseling. They are also participants in home training activities and preschool activities.

STAFF DEVELOPMENT:
Weekly staff meetings are held for case review and programming for children. The administrative staff also meets weekly for total project review. A "sharing table" and periodic "noon brown-bagging" are used as vehicles for imparting information to interested professionals and project staff concerning conferences and workshops.

SPECIAL FEATURES OF PROGRAM:
Special project features include adaptation of the LAP-D for young hearing impaired children and production of project manuals, including: Identification and Hearing Screening, Counseling Families of Young Hearing Impaired Children, Diagnostic Procedures for the Young Hearing Impaired Child, and Classroom Placement and Project Operations Manual.

048 DEMONSTRATION

AN INTERDISCIPLINARY DEMONSTRATION PROGRAM FOR PARENT-DIRECTED HOME MANAGEMENT OF PRESCHOOL CHILDREN WITH MODERATE TO SEVERE HANDICAPPING CONDITIONS

FISCAL AGENCY: The University of Southwestern Louisiana

ADDRESS: The Parent-Child Center
USL Box 43090
Lafayette, Louisiana 70504

PHONE: 318/264-6186

YEAR OF FUNDING: Second

PROJECT STAFF: Mrs. Frances P. Billeaud, Director
Project Coordinator/Psychologist, Educational Strategist, Speech Pathologist, Social Worker, 2 Graduate Trainees, Secretary

CHARACTERISTICS OF TARGET POPULATION:
Moderately to severely handicapped children (3-6) with communication and/or behavior problems which would interfere with the acquisition of pre-academic skills.

PROGRAM FOR CHILDREN:
Appropriate individualized prescriptive programs for the management of presenting disorders are established by the interdisciplinary staff and parents. Behavior modification techniques are used to implement the objectives of the plans. Parents and the children are seen in the project's home-like center for training and assessment. Teaching procedures adapted from the Mama Leer Home in the Bill Wilkerson Center are used in the Center.

MEASURES OF CHILD PROGRESS:
The Developmental Profile is administered during the initial screening process and again upon termination.

PROGRAM FOR PARENTS:
Parents are trained to conduct activities geared to accomplish many objectives of their child's plan and in record-keeping procedures for specific behavior modification targets. After the initial visit to the Center, revisits are required to check objectives, conduct conferences, and modify prescriptive programs. Videotapes are also used to aid in accomplishing the management objectives. A parent support group meets frequently. Parents are also members of the project advisory board and have input into policies concerning the project.

STAFF DEVELOPMENT:
Regular interdisciplinary staff meetings are scheduled to provide continuous inservice to individual staff members. Consultants present on identified areas of need as determined by the staff. In addition, project staff members are encouraged to attend local, regional, and national professional conferences and workshops.

SPECIAL FEATURES OF PROGRAM:
The Parent-Child Center also serves as a research center to determine the effectiveness of the parent management approach and as a training site for USL predoctoral candidates in communicative disorders, psychology, and special education.

OUACHITA PARISH EARLY CHILDHOOD PROGRAM FOR THE HANDICAPPED

FISCAL AGENCY: Ouachita Parish School System

ADDRESS: 701 St. John Street
Monroe, Louisiana 71201

PHONE: 318/325-3002
YEAR OF FUNDING: Second

PROJECT STAFF: Wilma Gaines, Director
Teacher, Social Worker, Speech Therapist, Teacher Aide, Bus Driver, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Seventeen preschool children (3-5) with a variety of handicapping conditions are being served. Handicapping conditions include the emotionally disturbed, mentally retarded, speech impaired, and orthopedically impaired.

PROGRAM FOR CHILDREN:

The services provided by the teacher, teacher aide, and supporting personnel in the areas of social work and speech therapy allow for individualized educational programs. Individualized prescriptive programming on a one-to-one basis and group teaching sessions are conducted in the curricular areas of self-help, perceptual motor, social, motor, and expressive and receptive language. In an effort to maintain the least restrictive environment, children are mainstreamed in regular kindergarten classrooms.

MEASURES OF CHILD PROGRESS:

Pre and posttests are administered to each child according to the handicapping condition--mentally retarded: Teaching Research Placement Test, Preschool Kindergarten Performance Profile; speech impaired: Utah Test of Language Development; orthopedically impaired: TR Placement Test (Motor, Language, and Cognitive Scales; emotionally disturbed: Maladaptive Behavior Rating Scale.

PROGRAM FOR PARENTS:

Each parent is expected to participate in the IEP development for his child. Parent training sessions are held to teach skills that can be used at home. Visitation days are held at least twice during the year. Parents can volunteer as teacher aides in the classroom.

STAFF DEVELOPMENT:

In addition to staff meetings, inservice training sessions focus on the following topics: techniques in establishing a classroom, behavior management techniques, and developmental guidelines for preschool children. Staff will visit other model programs to gather information pertaining to handicapped children and educational programs.

050 DEMONSTRATION

ORLEANS MODEL FOR PRESCHOOL HANDICAPPED

FISCAL AGENCY: Special Education, New Orleans Public Schools

ADDRESS: 703 Carondelet St.
New Orleans, Louisiana 70130

PHONE: 504/524-8592, ext. 232
YEAR OF FUNDING: First

PROJECT STAFF: Edith Kong, Coordinator
3 Teachers, 3 Teacher Assistants, Teacher Associate, Speech Therapist

CHARACTERISTICS OF TARGET POPULATION:

Developmentally handicapped children (3-5) will be served in three self-contained classrooms in three local elementary schools in different school districts. Handicapping conditions include multi-handicapped, developmental delays, and autistic.

PROGRAM FOR CHILDREN:

The program will follow the Developmental Task Instructional System (Lillie, 1975) which includes assessment of needs, establishing instructional objectives, establishing curriculum activities, and establishing learning systems. The curriculum is organized around these developmental areas: gross-motor, fine-motor, language, conceptual, perceptual, and social-emotional. The program operates five days a week for five hours per day. Auxilliary services are provided by consultants.

MEASURES OF CHILD PROGRESS:

The Uniform Performance Assessment System (UPAS) is used as a pretest and biannually as a cumulative indicator of child progress. Progress of each child will be recorded daily. Brigance Inventory of Early Development may be administered to individual children if deemed necessary.

PROGRAM FOR PARENTS:

The project emphasizes parent/family involvement. In addition to home visits, parents and child visit the program one or more times prior to enrollment. When a child enrolls, the parents and staff write an individualized contract for family participation, including these minimum requirements: weekly participation in classroom, weekly or biweekly follow-up of preacademic exercises to be carried out at home, attendance at social events or workshops, development of appropriate skills by parents.

STAFF DEVELOPMENT:

Weekly staff meetings are used for case and project review and reports from staff who have attended conferences and workshops. Staff allots time monthly or bimonthly for inservice training or seminars. Materials and teaching techniques are demonstrated by experts. Discussions in problem areas will result in teaching improvement and behavior management techniques recommended by teacher associate and/or coordinator.

SPECIAL FEATURES OF PROGRAM:

Local university students participate in the program as student teachers.

PRESCHOOL EMOTIONAL AND EDUCATIONAL PROGRAM (PEEP)

FISCAL AGENCY: Developmental Disability Center for Children, Louisiana State University Medical Center

ADDRESS: 1100 Florida Ave., Bldg. 138
New Orleans, Louisiana 70119

PHONE: 504/949-7541
YEAR OF FUNDING: Third

PROJECT STAFF: Judith A. Harris, M.D., Director
Coordinator, Occupational Therapist, Teacher, Social Worker, Psychiatrist, Psychologist, Teacher Aide

CHARACTERISTICS OF TARGET POPULATION:

Fourteen children, ages 0-3, and their parents are served twice weekly on an individualized basis. The children are severely/profoundly handicapped. Parents of the children receive training in working with their children.

PROGRAM FOR CHILDREN:

During the twice weekly sessions, the teacher and aide work with the children in six curricular areas: cognitive, language, motor, self-help, social, and affective. Parents are trained to accomplish programs in the home and record data on a trial-by-trial basis. Task analysis and behavior modification techniques are taught to the parents.

MEASURES OF CHILD PROGRESS:

The Bayley Scales of Infant Development and the Denver are used for summative evaluation of the children's progress. The Ainsworth Scale of Mother-Care Variable and the Caldwell Inventory of Home Stimulation are used to measure progress in the parent/child interaction. The Portage Checklist and the EMI are used for formative and summative evaluation of child progress.

PROGRAM FOR PARENTS:

In addition to the classroom training in behavior management and precision teaching, parents also participate in weekly evening sessions. These sessions are for mutual support, but in addition parents receive didactic instruction in the curriculum the child is receiving and in rights and advocacy.

STAFF DEVELOPMENT:

Staff attend conferences and workshops relevant to their responsibilities. Technical assistance is provided by WESTAR, and didactic instruction is presented by many disciplines twice weekly for the Developmental Disability Center staff.

SPECIAL FEATURES OF PROGRAM:

A sixth curricular area, affective, is used in the program, and an affective curriculum is being developed.

PROJECT WELCOME

FISCAL AGENCY: Office of Human Relations, St. Louis Child Care Services

ADDRESS: 41 Birch St.
Biddeford, Maine 04005

PHONE: 207/282-3790
207/284-6831

YEAR OF FUNDING: Third

PROJECT STAFF: Betty Van Wyck, Director
Head Teacher, Kindergarten Teacher, Nurse, Social Worker, 12 Children's Helpers, Direct Services Paraprofessional Workers

CHARACTERISTICS OF TARGET POPULATION:

The center serves both normal and handicapped children ages one to seven years. The children attend a center classroom or one of three licensed group homes. About twenty of the eighty children are handicapped and live within a fifteen-mile radius of Biddeford.

PROGRAM FOR CHILDREN:

Children are served in three settings of the St. Louis Child Care Services: the Children's Center (a full-time preschool child care operation), three child care homes (smaller home-based programs with a developmental program comparable to the Children's Center), and a kindergarten supplemented with a special summer program. Project Welcome guides the mainstreaming process in all three settings by developing individual education programs for the project children which are implemented by project-trained paraprofessionals. Emphasis is placed on helping the handicapped child adjust to his nonhandicapped peers and their environment. The handicapped children are not treated differently nor is emphasis placed on their disability. It is expected that the normal children will provide stimulation and models for the handicapped youngsters and will also come to understand the special adjustments handicapped persons must make in dealing with the world around them. After leaving the project, children attend public school.

MEASURES OF CHILD PROGRESS:

Progress is monitored through direct observation of the children and the administration of the LAP every six months.

PROGRAM FOR PARENTS:

Before a child enters the program, a home visit is made by one of the center staff. Each child is appointed an advocate who makes additional home visits to discuss the child's progress. Weekly coffee hours featuring films, discussions, and speakers, and evening meetings on special topics are held for parents. Parents are encouraged to visit and observe the classrooms.

STAFF DEVELOPMENT:

All staff are considered "in training" for the first six months of employment, during which time they meet regularly with the project training director and are assigned to an experienced staff member. A weekly individual meeting between each paraprofessional staff member and a professional staff member is scheduled. Inservice training consists of workshops and a two-hour staff meeting each week. In addition, staff members can attend lectures and seminars at state universities.

EARLY EDUCATIONAL INTERVENTION AND RESPONSIBLE PARENTING PROGRAM

FISCAL AGENCY: The Children's Guild, Inc., Baltimore City Public Schools

ADDRESS: 5921 Smith Avenue
Baltimore, Maryland 21209

PHONE: 301/542-3355
YEAR OF FUNDING: Second

PROJECT STAFF: Correan Baker, Director
2 Teacher-Therapists, 2 Child Care Aides, Social Worker, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Eighteen emotionally "at risk and vulnerable" and/or developmentally delayed children (1½-3) are served. Presenting problems on referral include behavioral and/or emotional difficulties (as reported by the parent and corroborated or determined by a professional), abuse, neglect, children "at risk" due to parental stress or unrealistic parental expectations, and developmental delay. Priority consideration for enrollment is given to children reared by single parents, unwed mothers, or parents under age thirty.

PROGRAM FOR CHILDREN:

Comprehensive services are provided in a nursery learning area and "teaching apartment." The children receive structured and unstructured learning experiences two alternate mornings per week. They also receive therapeutic intervention in the home. Consultants from several disciplines work with the project staff to provide individual assessments and assist in the development of the individual education plan for each child.

MEASURES OF CHILD PROGRESS:

The Bayley Motor and Cognitive Development Scales and the Vineland Social Maturity Scale are administered. The LAP serves as a cumulative indicator of child progress.

PROGRAM FOR PARENTS:

Parents are involved as partners in both the assessment and the therapeutic education of the child. Their participation in training, counseling, and infant stimulation is considered the key component of the program. Individual counseling and family therapy are provided as needed.

STAFF DEVELOPMENT:

Staff participates in conferences with project consultants and attends inservice training workshops and conferences within and outside of the Children's Guild, Inc.

SPECIAL FEATURES OF PROGRAM:

By focusing upon the single parent family, this program recognizes the phenomena of changing social structure, family constellations, and concepts of "normal" child influences. It provides a full range of services for both the handicapped infant and the parent in a setting which accommodates them together, psychologically and physically.

SPECIAL ASSISTANCE FOR EARLY EDUCATION OF THE HANDICAPPED (SAFE)

FISCAL AGENCY: Anne Arundel County Public Schools

ADDRESS: Central Elementary School
130 Stepney Lane
Edgewater, Maryland 21037

PHONE: 301/956-5100, ext. 378

YEAR OF FUNDING: Third

PROJECT STAFF: Catherine Gill Kressley, Director
5 Diagnostic/Prescriptive Teachers, 2 Home Demonstration Teachers, 2 Speech Pathologists (part-time), Psychologist/Parent Counselor, Motor Development Aide, Child Find Liaison

CHARACTERISTICS OF TARGET POPULATION:

Forty-seven children (0-5) who are severely and profoundly handicapped, multiply handicapped, hearing impaired, visually impaired, or developmentally disabled are served by the project.

PROGRAM FOR CHILDREN:

Each child is enrolled in a home- or center-based program, depending upon age and developmental achievements. SAFE staff performs evaluations, prepares individualized educational plans with parents, and facilitates appropriate early childhood special education placement. Physical and occupational therapy is provided through collaboration with the Anne Arundel County Health Department. Both home- and school-based programs follow a developmentally sequenced curriculum which addresses the child's relative strengths and weaknesses. The preschool class meets daily for two half-hour sessions. The weekly home-based visits provide the parent with effective teaching skills.

MEASURES OF CHILD PROGRESS:

The LAP-I and the LAP are used with all children upon enrollment. This scale is updated on an ongoing schedule by the primary professional programmer. The Preschool Language Scale and the REEL are administered as appropriate at six- to nine-month intervals.

PROGRAM FOR PARENTS:

The staff psychologist leads a parent information group featuring guest speakers and provides individual counseling and crisis intervention support.

STAFF DEVELOPMENT:

Inservice development is conducted through seminars, consultative services, observation, and training at other project sites. Staff also participated in inservice training for public school regional preschool special education programs.

DEVELOPMENTAL EVALUATION SERVICES FOR CHILDREN (DESC)

FISCAL AGENCY: Montgomery County Public Schools

ADDRESS: 850 Hungerford Drive
Rockville, Maryland 20850

PHONE: 301/279-1064
YEAR OF FUNDING: Third

PROJECT STAFF: Thomas J. O'Toole, Director; Marinda Schwartz, Coordinator
Nurse Coordinator, Educational Diagnostician, Health and Education Evaluation Team Members (scheduled as required)

CHARACTERISTICS OF TARGET POPULATION:

DESC evaluates children (0-5) who are suspect of having handicaps in two or more areas of growth which might hamper their progress during their school years. These areas of growth include learning, language and communication, behavior, motor development, and sensory perception. Assessment is also made for any chronic illness or disability. The project evaluates children living in Montgomery County, Maryland at no charge to their families.

PROGRAM FOR CHILDREN:

Children are referred by their parents or by health, education, and social service workers. A case manager guides the family through the evaluation process. This usually occurs over a three-week period and includes three to four visits lasting one to two hours each. Children whose needs seem especially complex may enter the diagnostic nursery for observation.

MEASURES OF CHILD PROGRESS:

The "DESC Areas of Concern" grid ranks priorities for evaluation. Evaluations consist of standard tests and procedures. Three months after the child enters a particular program and at the end of each school year, DESC receives pupil progress reports.

PROGRAM FOR PARENTS:

DESC requires parents to initiate contact for the evaluation process. Parents provide the child's basic history and are invited to an orientation session before their child's evaluation begins. They observe the testing, interact with the child in diagnostic settings, and actively participate in conferences with DESC team members. Evaluators discuss diagnostic evaluations with parents and provide suggestions for needed health services and/or an educational program to meet the child's particular needs. Parents receive an interpretive summary of the evaluations after the parent conference.

STAFF DEVELOPMENT:

Because major emphasis is on dissemination and replication, this project does not have a formal staff development program.

SPECIAL FEATURES OF PROGRAM:

Special program features include an active and cooperative effort between health and education agencies, availability of DESC's comprehensive evaluative information to the public school system's Preschool Admission and Review Committee, and follow-up monitoring of project children's progress during the first year of placement.

EARLY EDUCATION PROJECT

FISCAL AGENCY: Montgomery County Public Schools

ADDRESS: 850 Hungerford Drive
Rockville, Maryland 20850

PHONE: 301/279-3171
YEAR OF FUNDING: First

PROJECT STAFF: William R. Porter, Director
Occupational Therapist, Physical Therapist, Speech Therapist, Teachers and Aides, Liaison Teacher, Parent Educator, Evaluation Specialist

CHARACTERISTICS OF TARGET POPULATION:
The program is available for children (2-5) with substantiated handicapping conditions as well as for those who are at risk for later learning difficulties.

PROGRAM FOR CHILDREN:
Child services are provided in two interdisciplinary settings operated by the Montgomery County Public Schools (MCPS) Sandburg Learning Center and the Montgomery County ARC (MCARC). Each classroom has an average of seven children with one teacher and one aide. Nonhandicapped children are integrated in some classrooms. The classrooms operate four and one-half days per week for five hours per day. The project staff collaborates with each child's parents to develop a detailed educational plan based upon the child's individual assessment. When a child is ready to leave the program, liaison and follow-up services are provided to insure a successful transition into less intensive educational settings within MCPS.

MEASURES OF CHILD PROGRESS:
A criterion-referenced assessment is used as a pretest before the child enters the program. Diagnostic tests are administered for diagnostic/prescriptive programming. A comprehensive re-evaluation of each child is completed semiannually to assess progress and update educational plans.

PROGRAM FOR PARENTS:
The parent educator coordinates a variety of programs to respond to parent needs. School-based activities (e.g., small group discussions and involvement in classroom activities) and home services are planned to provide continuity between the home and school programs.

STAFF DEVELOPMENT:
One-half day each week is allocated for staff development activities which include child staffings, interstaff consultation, home visits, development/implementation, inservice programs by and/or for on-site staff, and site visits.

SPECIAL FEATURES OF PROGRAM:
The George Washington University Special Education/Early Childhood Program works jointly with this MCPS/MCARC project. The classrooms are used as training sites for graduate students.

PROJECT BEAM (BILLERICA EARLY ASSISTANCE MODEL)

FISCAL AGENCY: Billerica School Department

ADDRESS: Howe Building
363 Boston Road
Billerica, Massachusetts 01821

PHONE: 617/667-3686

YEAR OF FUNDING: Third

PROJECT STAFF: Jean F. Coppinger, Director
3 Family/Child Specialists, (Nurse, Counselor, Early Childhood), . Assistant Family/Child Specialists (part-time)

CHARACTERISTICS OF TARGET POPULATION:
The project serves children (0-3) with any abnormality present at birth or developing afterward which may make a difference in a child's life by affecting survival or by requiring special attention from parents, family, physicians, teachers, or specialists.

PROGRAM FOR CHILDREN:
Infants (0-1½) receive a weekly home visit. Toddlers (1½-3) receive a weekly home visit, and spend two mornings a week in a center-based toddler group. Some children also receive weekly individual theraplay sessions. Other services are provided as needed.

MEASURES OF CHILD PROGRESS:
The Denver Developmental Screening Test is administered during an initial visit. Also used are a hearing screening test, the Bayley Mental Development Index (at entry and six months later), the REEL and/or Zimmerman (at entry and six months later), and the LAP.

PROGRAM FOR PARENTS:
Biweekly parent group meetings are held in BEAM center, as are monthly evening parent group meetings. Parents share in the diagnostic assessment, help teachers at school and at home in setting goals for their child, work on fund-raising activities, contribute to monthly newsletter, and participate in the home-based program.

STAFF DEVELOPMENT:
BEAM staff development is ongoing and includes required films and readings, workshops, professional conferences, graduate courses, and institutes.

SPECIAL FEATURES OF PROGRAM:
An annual BEAM Santa Claus parade was started by a parent during our first year of funding. This year enthusiasm had increased greatly as was evidenced by the large number of participants such as civic groups, merchants, school personnel, and others.

058 DEMONSTRATION

SIDE BY SIDE

FISCAL AGENCY: Franklin County Educational Collaborative

ADDRESS: 359 Main Street
Greenfield, Massachusetts 01301

PHONE: 413/774-2243
YEAR OF FUNDING: First

PROJECT STAFF: Dorothy Molnar & Barbara Carle, Co-Directors/Teachers
Consultants, Volunteer, Aide

CHARACTERISTICS OF TARGET POPULATION:

Eight to ten children (2-8) with moderate to severe handicaps, are served in an integrated program with at least the same number of nonhandicapped preschool children. Handicapping conditions include cerebral palsy, spina bifida, epilepsy, Down's syndrome, and developmental delays.

PROGRAM FOR CHILDREN:

The program is dedicated to the principle of integrated education as the child's first school experience. The major goals are to foster in children a strong self-image, independence in thought and action, and positive relationships with one another. The curriculum sources are Montessori and Maywood.

MEASURES OF CHILD PROGRESS:

The Bayley is administered as a pretest to children under three before they enter the program and again at the end of the school year. The McCarthy is administered as a pretest to children over three before they enter the program and again at the end of the school year. A standardized child development checklist is administered at regular intervals to the handicapped population during the school year.

PROGRAM FOR PARENTS:

Parent contacts include home visits, school visits, child observation, parent group information meetings, home teaching on an "as needed" basis, parent and teacher conferences, a monthly newsletter, and daily notes home.

STAFF DEVELOPMENT:

Staff inservice activities include refining behavior management and direct instructional techniques, and refining skills for working effectively with parents. Other inservice activities include site visits to other programs, periodic evaluation of staff, conferences and workshops, and consultation with other professionals.

RURAL EARLY ASSISTANCE TO CHILDREN (REACH)

FISCAL AGENCY: Massachusetts Department of Mental Health, Franklin/Hampshire Area Office

ADDRESS: Vernon St. School
Northampton, Massachusetts 01060

PHONE: 413/586-5762

YEAR OF FUNDING: Second

PROJECT STAFF: Burt Franzman, Director
Administrative Assistant/Intake Worker, Occupational Therapist, Registered Nurse, Early Childhood Specialist, Secretary/Bookkeeper, Social Worker, 2 Special Education Teachers, Consulting Pediatrician

CHARACTERISTICS OF TARGET POPULATION:
REACH serves up to sixty severely handicapped children (0-3) who reside in the Franklin/Hampshire catchment area of western Massachusetts. The population includes children with significant delays in achieving developmental milestones as well as children with visual, hearing, cognitive, and motor impairments.

PROGRAM FOR CHILDREN:
The program for children includes: (1) developmental assessment/evaluation by a transdisciplinary team; (2) weekly home visitation based on educational goals established with parent; and (3) weekly parent cooperative, integrated play group.

MEASURES OF CHILD PROGRESS:
The Bayley Scales and the University of Michigan Early Intervention Developmental Profile are used to measure achievement of short-term objectives; other evaluations are made as needed. Parent and staff observations also serve as measures of child progress. Assessments are completed four to six weeks after intake, and objectives are reviewed and the Profile updated quarterly. The Bayley Scales, additional assessments, and a new Family Service Plan are developed annually.

PROGRAM FOR PARENTS:
Parental needs assessment, educational and support services during home visitation/play group, and periodic group meetings constitute the parent program. Program emphasis is on father participation. Assistance is provided in obtaining supplementary services and in the transition, when the child is three years old, to the public school program.

STAFF DEVELOPMENT:
Through a needs assessment, areas of development are priority-ranked and semiannual goals are determined. Consultants and staff provide inservice on a biweekly basis. Staff development in this project emphasizes skill development and sharing, peer group supervision, and one-to-one consultation with the Direct Services Coordinator. Semiannual retreats provide the opportunity to examine project goals, progress, and plans.

060 DEMONSTRATION

NEIGHBORHOOD SUPPORT SYSTEMS FOR INFANTS

FISCAL AGENCY: Mental Health and Retardation Center of Cambridge and Somerville, Inc.

ADDRESS: 73 Union Square
Somerville, Massachusetts 02143

PHONE: 617/623-8400

YEAR OF FUNDING: Third

PROJECT STAFF: Sheila Botein, Director
2 Parent Coordinators, Administrative Assistant, 5 Core Mothers, Nurse (part-time)

CHARACTERISTICS OF TARGET POPULATION:
Enrolled in the program are 29-35 "infants at risk," defined as infants displaying mental, emotional, or physical developmental delays. All families meet low income guidelines.

PROGRAM FOR CHILDREN:
Home-Based Program. After the initial evaluation of the infant by project staff and consultants, objectives for training the infant's caretaker(s) are identified, and an individual plan is developed. In a series of weekly visits, staff "core mothers" train the mothers of project infants through introducing interventions, modeling these activities with the infant, and demonstrating appropriate techniques.
Center-based Program. This program, conducted by the Mental Health and Retardation Center four half-days per week, serves six infants who need intensive work.

MEASURES OF CHILD PROGRESS:
The Bayley Scales (motor and mental scales) and the SEED are the primary evaluation tools and measures of child progress. Each child is evaluated upon entering the program and every four months thereafter.

PROGRAM FOR PARENTS:
Five "core mothers," most of whom have successfully reared handicapped children and all of whom live in the same area as the target population, are trained to relate to and instruct six to nine client mothers. After demonstrations by the "core mothers," it becomes the responsibility of the client mother to conduct the assigned developmental activities. After each re-evaluation, project staff meets with the client mother to develop a new individual educational program for the following four months. The Parent Coordinator facilitates a variety of groups for parents, some of which are primarily educational and others primarily social.

STAFF DEVELOPMENT:
Core mothers undergo intensive training in the project's purpose, communication and counseling skills, child nurturing, anticipation of high-risk situations, giving and obtaining help for medical emergencies, infant health problems, infant stimulation, nutrition, selecting play materials, and the nature of handicapping conditions. Core mothers meet individually with administrative staff for case review and guidance.

PATHWAYS, A HUMAN SUPPORT SYSTEM MODEL FOR INTEGRATED HANDICAPPED CHILDREN AND THEIR FAMILIES

FISCAL AGENCY: Michigan State University, Institute for Family and Child Study

ADDRESS: Home Management House Unit No. 2
East Lansing, Michigan 48824

PHONE: 517/355-7747

YEAR OF FUNDING: Third

PROJECT STAFF: Nancy A. Carlson, Director
Human Resources Coordinator, Parent Family Coordinator, Community Coordinator, Dissemination Coordinator, Regional Outreach Coordinator, Administrative Assistant, Evaluation Coordinator

CHARACTERISTICS OF TARGET POPULATION:
PATHWAYS serves 20 to 25 preschool-aged children with a full range of handicapping conditions.

PROGRAM FOR CHILDREN:
Handicapped children are mainstreamed into 25 classrooms at 12 cooperating developmental program centers. An individual educational program is developed for each child by project staff in conjunction with the child's parent(s). In addition to regular center programs, children receive individual services, as needed, from public or private sources. Some children are also enrolled in special education classes.

MEASURES OF CHILD PROGRESS:
The LAP is used as a basis for developing each child's IEP. The McCarthy Scale is administered by a certified evaluator from outside the project for all children functioning at or above thirty months of age. In addition, the Classroom Socio-Observation Instrument (based on the Parten Scale) is used weekly to assess children's level of social interaction.

PROGRAM FOR PARENTS:
Parents of PATHWAYS children strongly prefer to be integrated into the regular center's parent functions. Parents receive home visits from staff, observe classroom activities, receive project and center newsletters, attend parent meetings, and serve as classroom assistants in the cooperative nurseries.

STAFF DEVELOPMENT:
Classroom staffs of the participating centers receive training and ongoing resource help from PATHWAYS. Project staff provides orientation to the integrating process, observation and demonstration, problem-solving sessions, curriculum suggestions, workshops and conferences on various handicapping conditions and working with the child with special needs, and monthly problem-solving and information-sharing seminars. Project staff meets for weekly information-sharing sessions. Consultants assist staff in a constant project evaluation process.

SPECIAL FEATURES OF PROGRAM:
PATHWAYS helped develop and continues to support an advocacy network in Michigan for the legislative and financial support of the mainstreaming process. PATHWAYS has been used as a learning resource for students in seven departments of Michigan State University.

062 DEMONSTRATION

CROSS CATEGORICAL INFANT-PRESCHOOL SPECIAL EDUCATION PROGRAM

FISCAL AGENCY: Plymouth-Canton Community School District, Pupil Personnel Services

ADDRESS: 41400 Greenbriar Lane
Plymouth, Michigan 48170

PHONE: 313/420-0363
YEAR OF FUNDING: Second

PROJECT STAFF: Mary Campbell, Director
Speech and Language Pathologist, Center Teacher, Home Program Coordinator, Registered Physical Therapist, Registered Nurse, 3 Home Programmers, Registered Occupational Therapist

CHARACTERISTICS OF TARGET POPULATION:
This program serves 100 children (0-6) who are eligible for special education programs under any categorical area or for whom an existing special education program is not available or appropriate. This target group is drawn from the Plymouth-Canton Community School District.

PROGRAM FOR CHILDREN:
Handicapped children are grouped categorically for delivery of service through developmentally based learning activities programmed at home or at the school/center base. There are four service components: (1) Home Program, conducted in the home one hour weekly, involves paraprofessionals who instruct parents in teaching skills under the supervision of the team leader; (2) Classroom at the Center utilizes team-teaching which includes the teacher, the speech pathologist, the physical therapist, and the occupational therapist, all working to meet each child's individual needs; (3) Infant/Toddler Intervention Group is held twice monthly for one hour for children (0-3) and their parents, under the direction of the physical therapist, the occupational therapist, and the speech pathologist; and (4) Individual Therapy Program, offered from September to May for one hour per week, is conducted by the physical and occupational therapists and the speech pathologist.

MEASURES OF CHILD PROGRESS:
The Early Intervention Developmental Profile and the Denver Developmental Profile are used as pretests. Other testing can include the Sequenced Inventory of Communication Development, the Bankson Language Screening Test, the Photo Articulation Test, the Test of Auditory Comprehension of Language, and the McCarthy Scales. Individual physical status assessments are also performed. Tests are administered two times per year.

PROGRAM FOR PARENTS:
In addition to providing the parent-teaching program in the home, families are offered the opportunity for individual or group instruction, small group interest meetings, coffee sessions, special project meetings, and evening educational series which address their particular needs and concerns. Active participation and observation within the classroom and at individual sessions are also stressed.

STAFF DEVELOPMENT:
Emphasis on staff training is directed toward increasing staff's ability to work as a team and increasing technical knowledge and skills. Ideas and materials obtained through staff participation in disability meetings are shared at weekly staff meetings.

THE EARLY INTERVENTION PROGRAM
THE INFANT-TODDLER INTERVENTION PROGRAM

FISCAL AGENCY: Wayne Westland Community Schools

ADDRESS: Wilson School
1225 Wildwood
Westland, Michigan 48185

PHONE: 313/722-3268

YEAR OF FUNDING: First

PROJECT STAFF: Elizabeth Cromwell, Director
Teacher Consultant, Speech & Language Teacher, Early Childhood Teacher, 2 Psychologists, Social Worker, Nurse, Occupational Therapist, Physical Therapist, 3 Paraprofessionals, Learning Disabilities Consultant (part-time)

CHARACTERISTICS OF TARGET POPULATION:
The project serves children in the school district (3-5) who are educable mentally impaired, trainable mentally impaired, emotionally impaired, physically and otherwise health-impaired, learning disabled, and/or severely speech- and language-impaired. Included in the classes for these children are nine peer models (nonhandicapped 3- to 5-year-olds).

PROGRAM FOR CHILDREN:
Children attend class five half-days a week in a public school setting. The classroom is open and provides flexible instructional management with individual, small- and large-group activities. Home visits are also made once or twice a month depending on the needs of the child and/or family.

MEASURES OF CHILD PROGRESS:
Upon referral, the Zimmerman Preschool Language Scale and the Developmental Activities Screening Inventory are administered. The parents are interviewed by the social worker to obtain a developmental history. If a child is eligible for the program, he is enrolled in a classroom and the LAP is completed. Parts of the LAP are readministered throughout the year to determine whether individual objectives have been met. The complete LAP is administered as a posttest.

PROGRAM FOR PARENTS:
The major focus of parent work is semi-monthly home visits in which parents are assisted in home instruction techniques and given ongoing feedback about their child's progress. Once a month, the parents are invited to the classroom for a Parent's Day Program. Topics discussed might include child-rearing techniques, nutrition and health issues, language development, or behavior management. In addition, monthly programs for parents provide opportunities to socialize with other parents of handicapped children and to obtain information on topics specifically related to special education, such as Down's syndrome, sibling relationships for the handicapped child, and legal rights.

STAFF DEVELOPMENT:
Needs assessments are completed by each staff member in September and January, and programs are planned for inservice training. Staff development also is provided through attendance at local and state workshops, seminars, and conventions. A library of professional materials is available for project staff.

PROJECT ENFOLD: A PARENT, PUBLIC SCHOOL, DAY ACTIVITY CENTER PARTNERSHIP

FISCAL AGENCY: St. Paul Public Schools

ADDRESS: Roosevelt Elementary School
East Congress & Greenwood Ave.
St. Paul, Minnesota 55107

PHONE: 612/224-7644

YEAR OF FUNDING: Second

PROJECT STAFF: Mary V. Hubbard & Jeffri L. Brookfield, Directors
Infant Worker, Parent/Infant Teacher, Speech/Language Clinician, Occupational Therapist, Parent Worker, Nurse Practitioner, 4 Teachers, 4 Educational Assistants

CHARACTERISTICS OF TARGET POPULATION:

Preschool children (0-5 years) displaying moderate and mild developmental delays or who are affected by several high-risk factors (i.e., failure to thrive, abuse or neglect, history of chemical dependence of the parents, or age of mother at delivery).

PROGRAM FOR CHILDREN:

Children 18 months of age and older are served in a center-based program utilizing a cognitively-oriented developmental curriculum, four ½-days per week. On the fifth day, children and their parents are seen in their homes. Children under 18 months are seen in the home on a weekly basis. Group and individual occupational or speech/language therapy is provided for any child who is in need of those services.

MEASURES OF CHILD PROGRESS:

Pre-program assessment includes an abbreviated Gessel, abbreviated Communicative Evaluation Chart, and a sensory-motor screening. Upon entry into the program, the Diagnostic Learning Accomplishment Profile is administered. The LAP is also administered as a posttest in May. Children referred for speech or OT services are individually assessed using a battery of standardized instruments.

PROGRAM FOR PARENTS:

Parent activities are based on a parent needs assessment. Home visits are conducted and suggestions given for specific home activities. Other activities for parents include parent meetings, classroom observation, parent-child field trips, and specific parent instruction in a variety of areas. Assistance in monitoring health care, nutritional planning, and making the home safe is also provided. Parents are also employed as bus/classroom aides.

STAFF DEVELOPMENT:

Inservice training consists of instruction in screening, assessment, behavior management, chemical dependency, child abuse, facilitating language development, and strategies for effective team functioning.

SPECIAL FEATURES OF PROGRAM:

In addition to serving handicapped children and their families, a project goal is to set up a model for cooperative planning and service between welfare-subsidized day activity center programs and the special education delivery system of the public schools.

DEMONSTRATION GRANT FOR PRESCHOOL HEARING- AND LANGUAGE-IMPAIRED CHILDREN IN A RURAL SETTING

FISCAL AGENCY: Speech and Hearing Ctr., Mississippi University for Women

ADDRESS: Box W-1340
Mississippi U. for Women
Columbus, Mississippi 39701

PHONE: 601/328-9601
YEAR OF FUNDING: First

PROJECT STAFF: Francis A. Griffith, Ph.D., Director
Language Specialist, Educational Audiologist, 2 Teachers, 2 Teacher Aides (Graduate Students)

CHARACTERISTICS OF TARGET POPULATION:

Sixteen children (2-7) are served in two self-contained classrooms, one for children with hearing impairments, the other for language-impaired children with normal hearing. Some children have other handicapping conditions such as seizures or orthopedic problems.

PROGRAM FOR CHILDREN:

The children are enrolled in two classrooms, each with a teacher and an aide. The program operates five days weekly for 2- to 3½-hour sessions. (The shorter sessions are for younger hearing-impaired children.) An individualized program of language, cognitive, preacademic, and aural habilitation (hearing-impaired children) experiences is provided. In addition, the children receive intensive one-on-one speech and language work.

MEASURES OF CHILD PROGRESS:

A variety of general developmental, language, and articulation assessment instruments are employed in conjunction with systematic observation and hearing testing to determine initial levels of functioning of children enrolled and to measure progress toward goals established for each child. Daily training data serve as a continual measure of progress toward goals. Re-administration of instruments or other formal assessments are scheduled when the performance of the child indicates that such administration would provide useful information. Parents are given monthly summaries of progress toward goals. Some instruments used are the Denver Developmental Screening Test and the Test for Auditory Comprehension of Language.

PROGRAM FOR PARENTS:

Parents are encouraged to participate in a variety of experiences, including observation of classroom activities and individual activities, individual and/or group counseling, and direct participation in selected classroom activities. They also meet as a group once a month. Project staff are currently working with the parents to develop more effective means of identifying and meeting the needs of parents of children in the program.

STAFF DEVELOPMENT:

Weekly staff meetings are held for review and coordination of project development activities. Professional staff attend annual professional meetings (state and national) and are involved with a consortium of BEH projects in the state. Planning is in progress for systematic sharing among project staff of information obtained from the various meetings attended.

PROJECT STEP (SEQUENTIAL TRAINING EXPERIENCES IN THE PSYCHOMOTOR DOMAIN)

FISCAL AGENCY: Meridian Public Schools

ADDRESS: P.O. Box 31
Meridian, Mississippi 39301

PHONE: 601/483-6271, Ext. 75
YEAR OF FUNDING: Second

PROJECT STAFF: William J. Sadka, Director
Coordinator, Center-based Learning Coordinator, 2 Teacher Aides, Secretary

CHARACTERISTICS OF TARGET POPULATION:
The project serves trainable and lower educable handicapped children, ages four to eight.

PROGRAM FOR CHILDREN:
This program provides learning experiences to enhance the development of movement skills which integrate the cognitive, affective, and psychomotor domains for trainable and lower educable children. Project STEP, through a sequential task-learning process, assists handicapped children in becoming more successful in managing their bodies in a wide variety of internal and external stimuli. Children are provided with tasks appropriate for each maturation and readiness level in order that increasingly more complicated motor activities may be accomplished.

MEASURES OF CHILD PROGRESS:
The STEP Psychomotor Inventory Continuum and the Bruininks-Oseretsky Test of Motor Proficiency are administered as pre- and posttests to evaluate student performance.

PROGRAM FOR PARENTS:
Parents will work with the staff of Project STEP in determining the handicapped child's psychomotor developmental functioning level and will receive training which will enable them to continue the sequential training program with their children.

STAFF DEVELOPMENT:
Inservice and workshop training for personnel is provided in order to acquire the needed competencies to effectively implement the sequentially developed training program for handicapped children.

SPECIAL FEATURES OF PROGRAM:
Project STEP will provide training for teachers and other people interested in working with children in the psychomotor domain.

PROJECT RUN

FISCAL AGENCY: North Mississippi Retardation Center

ADDRESS: P.O. Box 967
Oxford, Mississippi 38655

PHONE: 601/234-1476, Ext. 219, 253
YEAR OF FUNDING: Third

PROJECT STAFF: Genora Holloway, Director
Teacher, Information Specialist (.20), Parent Educator, Physical Therapist (.20), Teacher Aide, Speech Pathologist, Psychologist (.20), Physical Therapist Aide, Staff Dev. Coordinator (.20), Secretary

CHARACTERISTICS OF TARGET POPULATION:
Sixteen severely/profoundly multiply handicapped children (0-8 or functioning below fourth grade level) are served. Eight children are institutionalized, and eight are from the community. Handicapping conditions include cerebral palsy, microcephaly, hydrocephaly and mental retardation.

PROGRAM FOR CHILDREN:
Each child has individualized instruction in special education, communications, and physical therapy. When not involved in individual instruction, the child participates in group activities. The program is in operation five days per week on a 12-month schedule.

MEASURES OF CHILD PROGRESS:
Various instruments are used as the basis for each child's program. The special educator utilizes the Learning Accomplishment Profile every six months and uses the Project RUN Early Education Assessment for programming modifications. The speech/language pathologist administers the Bzoch-League Receptive-Expressive Language Scale, TARC Assessment Scale, Project RUN Prelinguistic Language Assessment, Communication Assessment for the Non-Verbal Pupil, and several other checklists. The physical therapist evaluates the children using the Gesell Motor Development Scale and the Oseretsky Motor Proficiency Test. All tests are used for writing the IEPs and for program modifications.

PROGRAM FOR PARENTS:
Parents of community children participate in and/or observe all classroom instruction. Home training and monthly meetings are provided for the parents by the parent educator.

STAFF DEVELOPMENT:
A weekly staffing is conducted for the purpose of reviewing children's programs and for information exchange. Staff members are required to participate in 40 hours of inservice training conducted by the North Mississippi Retardation Center Staff Development Department. One staff meeting is held each month to devise goals and assess previous goals as related to needs.

SPECIAL FEATURES OF PROGRAM:
Project RUN serves as an on-site training facility for public school teachers, administrators, parents, university students, and other interested individuals.

068 DEMONSTRATION

EARLY INTERVENTION PROGRAM

FISCAL AGENCY: The Curators of the University of Missouri

ADDRESS: Department of Special Education
515 South Sixth Street
Columbia, Missouri 65211

PHONE: 314/882-3741

YEAR OF FUNDING: First

PROJECT STAFF: Sandra W. Gautt, Ph.D., Director
Coordinator, Classroom Manager, Evaluator, Community Liaison, Speech/Language Pathologist

CHARACTERISTICS OF TARGET POPULATION:

Children (0-5) who have exhibited a significant delay in one or more areas of development and/or who have been identified as having a known syndrome of high risk characteristics which result in a high incidence of learning and/or behavior problems.

PROGRAM FOR CHILDREN:

Individual educational programs based upon data obtained through criterion referenced assessments and systematic observation techniques are developed using various curricula including Teaching Research, Popovich, and A Planning Guide to the Preschool Curriculum: The Child, the Process and the Day. Instructional programming is implemented through a data-based management system. Program options include 4 half-day sessions per week in a self-contained or integrated classroom model, instructional home visits on a weekly basis supplemented by monthly visits to the center, and instructional and/or behavioral support programming provided to children enrolled in community day care and preschool programs through a technical assistance model. Ancillary services are provided by consultants from other departments in the University and/or community agencies.

MEASURES OF CHILD PROGRESS:

Child progress is evaluated using both norm- and criterion-referenced measures. The Bayley Scales of Infant Development or The McCarthy Scales of Children's Abilities is administered upon program entry and at 6-month intervals thereafter. A multiple baseline design based upon daily performance data gathered on selected instructional programs is used to obtain continuous progress data.

PROGRAM FOR PARENTS:

Parents participate in all aspects of the program: assessment, planning, intervention in the home and center, decision making, and program evaluation. Parent education and training are provided by the staff through individual sessions and monthly parent meetings. Parental and family needs are assessed by the Community Liaison teacher, and an individualized plan is developed for meeting these needs.

STAFF DEVELOPMENT:

Following an initial orientation session, continuous inservice programming is based upon assessments of individual and group needs. Bimonthly meetings focus on project implementation and review, dissemination of information gained from individual staff development activities, and designated staff development programs. A professional library is maintained, and other resources are available from university departments.

HANDICAPPED ABUSED CHILDREN: AN INTERVENTION MODEL

FISCAL AGENCY: Family Resource Center

ADDRESS: 4386 Lindell Blvd.
St. Louis, Missouri 63108

PHONE: 314/534-9350
YEAR OF FUNDING: First

PROJECT STAFF: Phyllis Rozansky, Director
2 Educational Therapists, Education Director, Evaluator, Staff Trainer

CHARACTERISTICS OF TARGET POPULATION:

Over the 3-year period, 100 children (2½ to 4½ years old) referred because they are physically abused/neglected or are in immediate danger of being abused will be served.

PROGRAM FOR CHILDREN:

Two service modes will be employed: Therapeutic Model-Parent/Child Interaction (described below) and Classroom Interaction Model. The classroom program will provide a systematic approach to treating abused children who are emotionally or developmentally handicapped. The remedial half-day programs will: (1) remediate, if possible, or bring developmental skills within the age norms; (2) help children develop feelings of trust towards adults; and (3) assist the children in establishing positive self concepts.

PROGRAM FOR PARENTS:

The Therapeutic Model or parent-training program includes three basic steps: (1) conceptual information phase; (2) behavior management phase; and (3) applied phase. This component will enhance the parents' interaction with their child via group meetings with other parents, training sessions to foster positive child management technique, and experiences to give parents guided practices in applying concepts and techniques learned. The guided practice will involve utilizing a simulated home environment with videotape feedback and modeling by the therapist. Follow-up home visits will be carried out through a random selection of parents six months after completion of the program and again after 12 months.

STAFF DEVELOPMENT:

A professional training seminar organized under four general topics (child development, early childhood education, the emotionally disturbed preschool child, and program development and research) will be provided. In addition, there will be ongoing supervision of practicum students from the Washington University early childhoood and special education departments.

COMPREHENSIVE EARLY EDUCATION SERVICES FOR RURAL HANDICAPPED YOUNG CHILDREN

FISCAL AGENCY: Springfield Regional Ctr. for the Developmentally Disabled

ADDRESS: P.O. Box 5067
Springfield, Missouri 65801

PHONE: 417/869-0574

YEAR OF FUNDING: Second

PROJECT STAFF: Sally J. Rogers, Ph.D., Director
OTR, RPT, ACSW

CHARACTERISTICS OF TARGET POPULATION:

Eighty or more children from birth to 4 years living in a rural 15-county region in southern central Missouri with diagnosed handicaps (mentally retarded, hard of hearing, deaf, developmental delay more than 2 standard deviations below age norms, visually handicapped, seriously emotionally disturbed, crippled, and other health impairments) are eligible for services. An additional requirement will be the parents' active participation in the program.

PROGRAM FOR CHILDREN:

Individual education programs are conducted in the center for weekly 2½-hour group sessions and in home visits for 1½-hours bimonthly. Four satellites will be established in rurally isolated areas of the 10,000 sq. mi. catchment area in order to provide group programs for children living far away from the center in addition to their home programs.

MEASURES OF CHILD PROGRESS:

All children are provided a combination of psychological, educational, speech and language, motor, pediatric, and audiological assessments and screenings. Individual prescriptive programs are written for each child in the form of short-term objectives for cognitive, motor, language, and social development, reviewed every three months. Psychiatric and neurological evaluations will be provided via consultation for specific children. Each child will be assessed every 3 months with either the Early Intervention Developmental Profile or the Portage Guide to Early Education Checklist. These measures will be used yearly: Bayley Scales, Stanford-Binet, Hiskez Nebraska, or Callier-Azusa; REEL, Mecham, SICO, Peabody, or Arizona Articulation; Vineland; Hoskin Squires or Bayley Motor.

PROGRAM FOR PARENTS:

Parents participate in all aspects of the child's program, in-center and at home. Training is conducted in the areas of child development; management techniques; and legal, financial, and community resources. Parent group meetings, videotapes, and home visits are the modes of training. Parents carry out treatment in the group and home sessions under staff supervision.

STAFF DEVELOPMENT:

Preservice and inservice training is provided based on a needs assessment. Staff is encouraged to attend local and state meetings and one national conference which offers training relevant to the project. A year-end retreat will be held for program evaluation and planning.

PRESCHOOL SERVICES FOR HANDICAPPED CHILDREN IN RURAL AREAS (PROJECT SUNRISE)

FISCAL AGENCY: Eastern Montana College

ADDRESS: Institute for Habilitative Services
Billings, Montana 59101

PHONE: 406/657-2250

YEAR OF FUNDING: Second

PROJECT STAFF: Kay Walker, Coordinator
Special Educator, Early Childhood Educator, Paraprofessionals, 2 Center Aides

CHARACTERISTICS OF TARGET POPULATION:
Mildly and severely handicapped preschool children (0-6), excluding deaf and/or blind, from rural areas in the region. Priority is given to the most severely handicapped children who cannot receive services through a local educational agency.

PROGRAM FOR CHILDREN:
Services are delivered to children through a home-based parent training program. Multidisciplinary consultants are provided through Sunrise and various other agencies to conduct diagnostic evaluations and assist project staff in program planning.

MEASURES OF CHILD PROGRESS:
The Curriculum Assessment and Monitoring System (CAMS) and the preacademic section of the Uniform Performance Assessment Scale (UPAS) are used as pretests. In addition, those sections in which instruction has been provided are re-administered quarterly.

PROGRAM FOR PARENTS:
Paraprofessional home visitors assist parents in becoming more effective teachers of their young handicapped child through regularly scheduled training sessions in the homes of participating families. Parents have the option of receiving training at one of the demonstration centers if preferred.

STAFF DEVELOPMENT:
Participation in local, regional, and national workshops, as well as monthly staff meetings, provide opportunities for the staff to grow professionally. Paraprofessional training consists of an orientation period within the local communities, a 3-day training workshop on the campus of Eastern Montana College, and continuous inservice training both on campus and in the local communities.

SPECIAL FEATURES OF PROGRAM:
Project Sunrise has become a resource center for Eastern Montana College students in the field of special education. A variety of materials (e.g., curricula, assessment kits, and screening instruments) are often reviewed by students.

072 DEMONSTRATION

SEEK OUT AND SERVE

FISCAL AGENCY: Educational Service Unit #9

ADDRESS: P.O. Box 2047
Hastings, Nebraska 68901

PHONE: 402/463-5611
YEAR OF FUNDING: Second

PROJECT STAFF: Polly Feis, Director
4 Teachers, Paraprofessional, Language Diagnostician, Psychologist, Physical Therapist, 3 Staff (part-time)

CHARACTERISTICS OF TARGET POPULATION:

Children (0-5) are those who are not presently receiving services and who, by multidisciplinary diagnostic procedures, are determined to demonstrate a handicapping condition according to the criteria for verification established by the state of Nebraska. Children reside in a 5½-county area of rural Nebraska covering 3,000 square miles.

PROGRAM FOR CHILDREN:

Medical, psychological, social, and educational assessment takes place to the degree necessary to identify all the developmental needs of the handicapped child and to determine appropriate individual treatment programs. Two service models are used. The preschool special education teacher and/or speech pathologist is responsible for carrying out treatment objectives in the child's home. A major focus of this model is teaching parents to carry out the home programs. Children needing a more intensive treatment program are served by a center-based program. These children, ages 3-5, have multiple handicapping conditions. The emphasis of treatment will be on the development of communication, self-help, and social skills. A speech pathologist with preschool teaching experience will carry out the treatment objectives in the center. Parents participate in the classroom as volunteers.

MEASURES OF CHILD PROGRESS:

Screening instruments used are the Denver Developmental Screening Test, Developmental Profile (Alpern and Boll) and Denver Articulation Screening Exam. Diagnosis is done by the interdisciplinary diagnostic team of ESU #9. The Learning Accomplishment Profile is used as a pre and post measure of the child's overall development. In addition, the center uses the Peabody Picture Vocabulary Test, the Carrow Elicited Language Inventory, and the Tyack Language Sampling: Analysis and Training as periodic measures of speech and language development.

PROGRAM FOR PARENTS:

In addition to training in child treatment and other activities related to child management and training as a volunteer in the center, parents also complete a needs assessment to assist staff in determining other needs to be met by the program. Group workshops are conducted by project staff and/or outside consultants.

STAFF DEVELOPMENT:

Bimonthly small group staff meetings are used for case and project review. Monthly total staff meetings are used for reports from staff who have attended conferences, workshops, and classes. Also, parent and staff needs are reviewed and plans developed or confirmed to meet these needs. Inservice training is planned on a bimonthly basis. Other specific training occurs as the need or opportunity arises.

PROJECT FAITH

FISCAL AGENCY: Department of Special Education, University of Nevada

ADDRESS: 4505 Maryland Parkway
Las Vegas, Nevada 89154

PHONE: 702/739-3439
YEAR OF FUNDING: Third

PROJECT STAFF: Allen A. Mori, Director
Assistant Project Director, Developmental Specialist, Inservice Training Coordinator

CHARACTERISTICS OF TARGET POPULATION:
The program serves 16 children (0-3) who have one or more identified handicapping conditions as defined by the Nevada State Guidelines.

PROGRAM FOR CHILDREN:
After the initial assessment, the staff and child's parents develop the individual education program for each child. The curriculum was developed by Project FAITH staff. The program has one component, the Infant Learning Demonstration Center, which is self-contained. Supplementary services are provided by a variety of local agencies.

MEASURES OF CHILD PROGRESS:
Children are assessed initially and then every six months with the Bayley Scales of Infant Development and the Denver Developmental Screening Test. Daily measures are utilized with instruments developed by project staff.

PROGRAM FOR PARENTS:
Parents are involved in all aspects of program planning and implementation and overall program evaluation. Parents receive training on home visits, in-center as tutors, in group meetings and workshops, and through the parent handbook.

STAFF DEVELOPMENT:
Staff receives preservice and ongoing inservice instruction through regularly scheduled meetings, workshops, consultations, video-tapes, practicum activities, and conferences. Training is also offered to community agencies which provide supplementary services and day care agencies which may integrate children enrolled in the program.

074 DEMONSTRATION

SORTING AUTISM VARIABLES IN EDUCATION (SAVE)

FISCAL AGENCY: Spaulding Youth Center

ADDRESS: P.O. Box 189
Tilton, New Hampshire 03276

PHONE: 603/286-8901
YEAR OF FUNDING: Third

PROJECT STAFF: David Freschi, Director
Project Coordinator, Parent Coach, Dissemination Assistant, 18 Teachers and Aides

CHARACTERISTICS OF TARGET POPULATION:
The project serves fifteen to twenty autistic, language-disabled children (4-14) from Maine, New Hampshire, Massachusetts, and Vermont, and who were referred through schools or parents.

PROGRAM FOR CHILDREN:
The primary goal of the program is to return students to their families and communities in such a way that the children can function, with special help, within the community. The child's transition from the center into public schools or other settings is carefully monitored. All three project classrooms are center-based, serving day and residential students. The child is diagnosed for placement at learning channel pinpoints (six curricular areas in six learning channels). The level one classroom focuses on self-help skills and parallel play. The second focuses on expressive language, dressing, bathing, pre-academic skills, and environmental awareness. The focus of the third classroom is on academics, prevocational skills, environmental awareness, and attending behaviors.

MEASURES OF CHILD PROGRESS:
Three meetings per month are held to evaluate child progress. Observational charts are kept on each child. Constant data collection and record keeping assist in selecting treatment for inappropriate behaviors and in monitoring progress.

PROGRAM FOR PARENTS:
PAVE (Parents Are Valuable Educators), an individualized parent program, begins with the assignment of a treatment teacher to each family. A two-day orientation includes seminars and discussions with project staff. Parents (and siblings when appropriate) work with the treatment teacher to develop the decision-making, planning, and coaching skills necessary to help their child. Opportunities for home visits, classroom observations, classroom participation and informational assistance are offered. Parents receive monthly progress reports and instruction on specific effective management and educational techniques for their child. Parents participate in planning, training of teachers, admission and evaluations of children, and serve on the Board of Directors. A daily log is kept by parents and teachers.

STAFF DEVELOPMENT:
A 90-day orientation is held for all staff. Weekly individual and group staff training sessions cover numerous topics.

COMMUNITY RESOURCES IN THE EDUCATION OF EXCEPTIONAL PRESCHOOLERS

FISCAL AGENCY: Camden (New Jersey) Board of Education

ADDRESS: Davis School
34th and Cramer Streets
Camden, New Jersey 09105

PHONE: 609/541-1181

YEAR OF FUNDING: Second

PROJECT STAFF: Olive Smith, Director
Family Treatment Specialist, Clerk, 2 Aides, Teacher, Physical Therapist (part-time), Speech Therapist (part-time), Educational Consultant

CHARACTERISTICS OF TARGET POPULATION:
The project serves twenty-five severely handicapped children (0-6) from Camden, New Jersey and the surrounding area.

PROGRAM FOR CHILDREN:
The project emphasizes the developmental approach (Piagetian), and employs behavioral techniques in specific instances. The curriculum includes work in self-help, communication, cognitive-sensory stimulation, motor skills, socialization, and recreation. An education center is maintained to offer suitable programs for up to eight children per class. Schedules for children vary from one to four half-days per week.

MEASURES OF CHILD PROGRESS:
A number of tests are administered as appropriate, including the Bayley Scales, the LAP, the PPVT, the REEL and the Koontz Developmental Scale. The Portage Project Checklist, the Vineland Social Maturity Scale, and a Physical Therapy Developmental Evaluation are also used.

PROGRAM FOR PARENTS:
The parent program seeks to assist parents in understanding the child's problems and to engender a more realistic attitude toward the child through counseling, interaction, and participation in the child's educational program. Project staff trains parents to deal with inappropriate behaviors, verbalization, and motor activity, and provides information and advice to parents concerning sources and use of special equipment for home care problems. Training is also available in lifting, moving, and positioning children.

STAFF DEVELOPMENT:
Weekly staff meetings assist in developing and modifying IEPs, and in providing information to and clarifying issues with staff. Consultants, the project director, and others provide inservice training.

SPECIAL FEATURES OF PROGRAM:
Special program features include the utilization of CETA-funded high school seniors in the project classroom, a parent liaison who assists in project work with parents and provides special help regarding cultural and language differences to the Spanish-speaking population, and the use of a training model with planned objectives for project students.

076 DEMONSTRATION

COGNITIVE LINGUISTIC INTERVENTION PROGRAM (CLIP)

FISCAL AGENCY: Montclair Board of Education

ADDRESS: 22 Valley Road
Montclair, New Jersey 07042

PHONE: 201/783-4000, ext. 266
YEAR OF FUNDING: First

PROJECT STAFF: Mary C. Vernacchia, Director/LDT-C
Learning Disabilities Teacher-Consultant, Speech Therapist, Parent/Staff Training Specialists, Evaluator

CHARACTERISTICS OF TARGET POPULATION:

Twenty-five children (4-6) who demonstrate risk of learning/cognitive disabilities in the area of language have been selected from the Montclair Public School population to receive direct services by CLIP specialists. Outreach inservice training is provided for parents and teachers of 2- and 3-year-old children in community agencies.

PROGRAM FOR CHILDREN:

The goal of the program for children is to facilitate cognitive and language development. A combination of center-based (3½-6 years), home-based (2-3½), and community-based (2-3½) programs provides the settings for implementing services for children. In both center-based and community-based programs, handicapped children are integrated with nonhandicapped children. Children (2-3½) who are not enrolled in a group situation are served at home. Diagnosis and assessment are provided by the Psycho-Education Center, Montclair State College, and Project CLIP staff.

MEASURES OF CHILD PROGRESS:

The identification and assessment devices used are the Zimmerman Preschool Language Scale and the Criterion-Referenced Inventory of Developmental Tasks (developed by Montclair Public Schools). The Inventory of Developmental Tasks is used as a pretest, three months later as a pre-intervention test, and as a posttest.

PROGRAM FOR PARENTS:

The overall objectives of parent participation are to acquaint the parents/family with concepts of child development, to increase their understanding of the child's handicap, and to develop effective coping skills to handle behavior. Parent/family activities include workshops, individual and group counseling, classroom participation, lectures, films, observation, and videotapes. Home visits are conducted by teachers and other professionals when appropriate.

STAFF DEVELOPMENT:

Inservice training includes a comprehensive orientation program, workshops, monthly workshops for teachers in the public schools, and community agencies.

SPECIAL FEATURES OF PROGRAM:

The program is a collaborative effort of the Montclair Board of Education and Montclair State College. Project CLIP is a field training site for students.

ACOMA EARLY INTERVENTION PROJECT

FISCAL AGENCY: Pueblo of Acoma

ADDRESS: P.O. Box 307
Pueblo of Acoma
Acomita, New Mexico 87034

PHONE: 505/552-6622

YEAR OF FUNDING: Second

PROJECT STAFF: Rhonda C. Chino, Coordinator
Day Care Workers, Home Visitor, Occupational Therapist, Speech Pathologist

CHARACTERISTICS OF TARGET POPULATION:

All Acoma children with varying handicapping conditions are served as follows: (1) day care centers for children 2½-5 years; (2) family day care homes for children birth-2½ years; and (3) a home-based verbal interaction project for children from birth-2½ years.

PROGRAM FOR CHILDREN:

Parents are offered a choice in treatment alternatives. Both center-based and home-based programs implement individualized educational programming based on a behaviorally-oriented, developmentally-sequenced curriculum. Opportunities for mainstreaming are provided in the day care centers. Keresean, the Acoma tribe's language, is used in providing educational services. Data is collected daily using anecdotal and charting procedures.

MEASURES OF CHILD PROGRESS:

The Alpern-Boll and Vineland Maturity Scale are used as pre- and posttests during the project year. Twice yearly the Learning Accomplishment Profile and the Portage Checklist are administered to record child progress on a continual basis.

PROGRAM FOR PARENTS:

Parents learn to work with their children in their educational programs. They participate in the delivery of educational services from planning activities to implementing activities and evaluating progress for further planning. Parent support groups are also established.

STAFF DEVELOPMENT:

Inservice training is significant. It focuses on training people who can work closely with parents and within the Indian community, understanding the language and culture. The University of New Mexico offers on-site classes in special education, and other inservice activities and consultants are available.

078 DEMONSTRATION

ALBUQUERQUE SPECIAL PRESCHOOL INTEGRATION PROJECT

FISCAL AGENCY: Albuquerque Special Preschool

ADDRESS: 3501 Campus Blvd. N.E.
Albuquerque, New Mexico 87106

PHONE: 505/266-8811
YEAR OF FUNDING: First

PROJECT STAFF: Marilyn Price, Director
2 Teachers, Occupational Therapist, Client Services Coordinator, Language Development Specialist, Secretary

CHARACTERISTICS OF TARGET POPULATION:
Twelve moderately retarded children (2-4) who may also have chronic health problems and/or sensory deficits. Six nonhandicapped children (2-3) who exhibit no significant delays in any developmental area.

PROGRAM FOR CHILDREN:
An integrated classroom of 12 children (50/50 ratio of handicapped and nonhandicapped) is team-taught by elementary education and special education teachers. Teachers train each other in their respective skill areas in order for them to later handle an integrated class under single-teacher supervision. Using nonhandicapped children as peer models, language and social skills are focused upon in educational programming and instructional strategies. There is a control group class of six non-integrated handicapped children under single-teacher supervision for comparative purposes. Both classes use a developmentally sequenced curriculum approach.

MEASURES OF CHILD PROGRESS:
The Alpern Boll Developmental Profile is used as a pre- and posttest, with the Learning Accomplishment Profile being administered quarterly as a teaching and assessment tool. Data on level of play behavior and amount of interaction and initiation of interaction in both handicapped and nonhandicapped is collected weekly. Language development is assessed by pre/post testing with the Receptive Expressive Emergent Language Scale and the Peabody Picture Vocabulary Test.

PROGRAM FOR PARENTS:
Parents are offered a variety of informational and educational opportunities through workshops, topical meetings, newsletters, information packets, conferences, and observation of classes. Parent changes in attitudes are being assessed in pre/post testing with the Attitude Toward Handicapped Individuals Survey and/or a modified Q-sort instrument.

STAFF DEVELOPMENT:
Teachers in elementary/early childhood education and special education will cross-train each other to work with both handicapped and normal children. Additional training will involve site visits, inservice programs, workshops, readings, and video-tape training.

SPECIAL FEATURES OF PROGRAM:
The project aims to develop a model which can be used to integrate handicapped children into regular preschools and/or special schools on a cost-efficient basis, by using team-teaching to develop skills in teachers to handle mixed groups of children. Instructional strategies pertaining to parents and children to facilitate acceptance and interaction will be developed.

NEW VISTAS THREE-COUNTY DEMONSTRATION AND SERVICE CENTER FOR HANDICAPPED PRESCHOOLERS

FISCAL AGENCY: New Vistas

ADDRESS: P.O. Box 2332
Santa Fe, New Mexico 87501

PHONE: 505/988-3803
YEAR OF FUNDING: Third

PROJECT STAFF: Mary Russell, Director
2 Teachers, Speech Pathologist, 2 Physical Therapists, 3 Aides

CHARACTERISTICS OF TARGET POPULATION:
Children served are birth to 6 years of age and include all handicapping conditions.

PROGRAM FOR CHILDREN:
The center-based program provides services five half-days per week. Following the assessment process and team evaluation meetings, individualized prescriptive therapeutic programs in speech and physical therapy and activities to promote self-help skills, communication, motor development, socialization, and cognitive skills are implemented. Daily data collection procedures are used to chart progress. Similar services are offered in a home-based component and infant service unit.

PROGRAM FOR PARENTS:
Activities for parents include: (1) participation in the team evaluation process and contributing to the data collection process; (2) responding to a questionnaire to determine kind and degree of involvement each parent wants in the project as well as in the child's overall plan; (3) implementation of child's program in both the classroom and home; and (4) representation in PAL and on New Vistas Board of Directors.

STAFF DEVELOPMENT:
In addition to regional and national conferences, workshops and ongoing in-service activities are provided to help improve staff skills in developing and using assessment instruments effectively, developing individual plans, and learning how to work with parents successfully.

080 DEMONSTRATION

NAVAJO SPECIAL EDUCATION EARLY CHILDHOOD DEVELOPMENT PROGRAM

FISCAL AGENCY: Navajo Division of Education

ADDRESS: P.O. Box 1257
Shiprock, New Mexico 87420

PHONE: 505/368-4904
YEAR OF FUNDING: Third

PROJECT STAFF: Eugene Gorman, Director
Infant Teacher, 2 Aides, Physical Therapist, Home-based Teacher, Toddler Teacher, Bus Driver, Cook.

CHARACTERISTICS OF TARGET POPULATION:
Twenty-eight children ages 0-8: 16 center-based, 12 home-based. Handicapping conditions include cerebral palsy, microcephaly, and other developmental delays.

PROGRAM FOR CHILDREN:
Children are placed in the center-based or home-based program depending on age and location of residence. Individualized educational objectives are implemented through use of San Juan Programs, Portage Project Program, and Navajo language. The IEP's are revised biannually, based on needs.

MEASURES OF CHILD PROGRESS:
San Juan Master Development Progression Chart and the Portage Guide to Early Education Checklist are administered biannually.

PROGRAM FOR PARENTS:
Parents hold monthly meetings to discuss administrative and classroom activities, and then home programs are set up depending on needs. A monthly newsletter is sent to all parents.

STAFF DEVELOPMENT:
Monthly inservice training sessions are scheduled where areas of need are identified. Child Development Associate training, through Navajo Community College, has been made available to the staff. Staff attending conferences are asked to make a report upon their return.

TECLER DIAGNOSTIC CENTER 0-6 PROGRAM FOR HANDICAPPED CHILDREN AND PRENATAL/NEONATAL ASSESSMENT AND COUNSELING PROGRAM

FISCAL AGENCY: Greater Amsterdam School District

ADDRESS: 11 Liberty Street
Amsterdam, New York 12010

PHONE: 518/843-3180
YEAR OF FUNDING: Second

PROJECT STAFF: John F. Quatrini, Director; Richard Minogue, Supervisor Occupational Therapist, Physical Therapist, Speech Pathologist, Certified Occupational Therapist, Clerk-Typist, 3 Teacher Aides

CHARACTERISTICS OF TARGET POPULATION:

The project serves fifty children (0-6) with developmental disabilities from a five-county area in upstate New York. Children are served in classrooms and therapy settings. Parents of children participate as "co-therapists."

PROGRAM FOR CHILDREN:

The program runs for 200 days per year, parallel to the school year. Children come two to four days per week. An IEP is prepared for each child. Individualized therapy is provided on an "as needed" basis. Medical services are provided by project-sponsored physicians.

MEASURES OF CHILD PROGRESS:

The child's program is subjected to an annual needs assessment conducted by the staff. The Portage Checklist is used to monitor classroom growth. Specialized standardized assessment measures are used by each discipline to monitor growth.

PROGRAM FOR PARENTS:

Parents participate as "co-therapists" on the average of twice weekly. They also participate in a monthly evening session. Training sessions are held with individual parents on an ongoing basis.

STAFF DEVELOPMENT:

Weekly case reviews and bimonthly staff meetings for program review are held. Staff meetings are also used for staff to report on conferences and workshops which they have attended.

SPECIAL FEATURES OF PROGRAM:

This program is a part of a larger preschool program for handicapped children co-sponsored by the Greater Amsterdam School District and the New York State Department of Mental Hygiene. Occupational therapy and physical therapy students are able to obtain pediatric experience at the center.

INFANT AND TODDLER LEARNING PROGRAM

FISCAL AGENCY: City University Research Foundation

ADDRESS: Bronx Developmental Center, J5085
1200 Waters Place
Bronx, New York 10461

PHONE: 212/430-0690
212/430-0822

YEAR OF FUNDING: First

PROJECT STAFF: Kathryn LeLaurin, Director
Project Coordinator, 2 Co-Center Supervisors, Infant Instructors

CHARACTERISTICS OF TARGET POPULATION:

The program serves children (0-3) who are normal or handicapped. Handicapping conditions include Down's syndrome, cerebral palsy, and prematurity (at risk for handicap).

PROGRAM FOR CHILDREN:

The program is a center-based, day care operation. Services include physical therapy, language development, occupational therapy, and comprehensive educational services.

MEASURES OF CHILD PROGRESS:

Psychometric scales such as the Brazelton, Griffiths, and Uzgiris-Hunt are used.

PROGRAM FOR PARENTS:

Parents can participate in individual educational counseling each week. In addition, general support services are coordinated with other staff at the Center.

STAFF DEVELOPMENT:

Services are coordinated when appropriate with case managers at the Bronx Developmental Services.

TRAINING PROGRAM FOR ATYPICAL INFANTS AND CHILDREN

FISCAL AGENCY: Cantalician Center for Learning (Non-Public School for Handicapped Children)

ADDRESS: 3233 Main Street
Buffalo, New York 14214

PHONE: 716/833-5353
YEAR OF FUNDING: Second

PROJECT STAFF: Sister Raphael Marie, Director
Assistant Director, Parent Coordinator, 2 Infant Teachers, Community Coordinator, Occupational Therapist, Project Evaluators (internal and external), Inservice Trainer, Pediatric Specialist, Language Development Specialist, Audiologist, Secretary, Infant Trainers, Interventionists

CHARACTERISTICS OF TARGET POPULATION:
The Family-Infant Program is composed of interacting elements serving at-risk and severely handicapped infants (0-36 months) and their families. This target group comes from urban Buffalo and the surrounding western New York area. The center program primarily serves severely handicapped infants; the satellite effort focuses on at-risk infants; and a third program works with families in which parents of identified infants have a history of developmental disability.

PROGRAM FOR CHILDREN:
Infants in each program element have an individualized curriculum constructed and implemented within a structured IEP process. The center program is organized into intake, intensive learning, integration and carry-over, and review and refinements phases through which infants and families move at their own pace. In the satellite program, weekly or biweekly appointments are substituted for the daily involvement of the center program's intensive phase. The Developmentally Disabled Parents Program is primarily home-based, with infant programming aimed at helping parents acquire more effective coping, caring, and teaching skills.

MEASURES OF CHILD PROGRESS:
The Bayley Scales are administered upon entry into and termination with the program, and at least once yearly during program involvement. Priority objectives and behavioral indicators are identified through the use of the Cantalician Center Infant Profile and selected Volpe Scales.

PROGRAM FOR PARENTS:
Parents may work with their infant alone, be supervised by the staff, or work jointly with another family. Home visits are made by staff as needed. The Developmentally Disabled Parents Program is highly structured, with emphasis on consistent intervention designed to reduce stress, enhance coping skills, and strengthen family ties.

STAFF DEVELOPMENT:
Close supervision and team involvement are the primary sources of staff development. Formal inservice meetings are often the result of the program's ongoing needs assessment. The nonprofessional interventionists in the Developmentally Disabled Parents Program receive intensive training.

SPECIAL FEATURES OF PROGRAM:
Special program features include the Developmentally Disabled Parents Program, program emphasis on fathering and father involvement, the use of nontraditional hours, and a guest nursery (reverse mainstreaming).

ELMIRA MOBILE RESOURCE INTERDISCIPLINARY COMPREHENSIVE TEAM FOR EDUCATIONAL AND THERAPEUTIC SUPPORT SERVICES

FISCAL AGENCY: Elmira (New York) City School District

ADDRESS: 951 Hoffman Street
Elmira, New York 14905

PHONE: 607/734-2231

YEAR OF FUNDING: First

PROJECT STAFF: George J. Welch, Director
Speech and Language Specialist, Occupational Therapist, Occupational Therapy Assistant, Home/School Liaison, Resource Teacher/Special Education Specialist

CHARACTERISTICS OF TARGET POPULATION:
The project serves eighty children (3-6) who are mildly to moderately handicapped (1½-2 years delayed in one or more developmental areas) and reside in the Elmira City School District.

PROGRAM FOR CHILDREN:
This project provides a multidisciplinary Mobile Resource Team to work with existing public school programs and major community agencies involved with handicapped children three to six years old. The focus of the team is to provide direct support services (such as speech and language therapy, occupational therapy, home/school services, and/or special education consultation) at the child's present classroom placement.

MEASURES OF CHILD PROGRESS:
The LAP is used as baseline data for each child upon entrance into the program. The Denver Developmental Screening Test is also used for some referrals. A wide variety of assessment tools is used for further evaluation as needed. Evaluation of each child's performance is an ongoing process which occurs by observation of the child's responses to specific tasks and documentation after each contact. In addition to the IEP, progress reports are written twice yearly, based on an updating of the LAP.

PROGRAM FOR PARENTS:
The purpose of the parent program is to inform and guide parents of handicapped children in appropriate management and intervention techniques. Parent involvement activities include coffee hours, newsletters, home visits, advisory committee participation, consultation, and program progress review conferences.

STAFF DEVELOPMENT:
Each member of the core team contracts at the beginning of each program year to reach individual learning goals. A continuous inservice program for a minimum of ten hours per month provides formal and informal training. Weekly staff meetings are used for case and project review and reports from staff who have attended conferences, workshops, and classes.

SPECIAL FEATURES OF PROGRAM:
Individualized services are being provided by the Mobile Resource Team at the child's home/school as an integrated effort of a local consortium of both public and private agencies working with preschool handicapped children.

HOSPITAL EDUCATIONAL LIAISON PROGRAM (HELP)

FISCAL AGENCY: The Shield Institute

ADDRESS: 144-61 Roosevelt Avenue
Flushing, New York 11354

PHONE: 212/939-8700
YEAR OF FUNDING: First

PROJECT STAFF: Reuben M. Schonebaum, Coordinator
Social Worker, Nurse, Psychologist, Research Assistant

CHARACTERISTICS OF TARGET POPULATION:

HELP serves forty infants (0-3) who are identified as "at risk" at birth and placed in the Special Care Nursery at Booth Memorial Medical Center.

PROGRAM FOR CHILDREN:

The development of the at-risk infant is observed at home and development is enhanced through toy-training and early stimulation.

MEASURES OF CHILD PROGRESS:

LAP-I is used as a pretest for infants entering the program, and is administered twice yearly as a cumulative indicator of the child's progress.

PROGRAM FOR PARENTS:

Parent involvement activities include the parents' systematic observation of their infants by means of a developmental profile, home visits by staff which facilitate infant training and utilization of community resources, and parent training through individual and group counseling.

STAFF DEVELOPMENT:

Weekly interdisciplinary meetings between Institute and Medical Center staff are used for case and project review and for sharing information obtained by staff who have attended conferences and visited other at-risk infant programs.

SPECIAL FEATURES OF PROGRAM:

An assessment tool devised at the project follows the development of at-risk infants in order to assess the relationship between criteria used to identify at-risk infants and subsequent developmental delays or disabilities.

086 DEMONSTRATION

LANGUAGE AND SPEECH THERAPY PROGRAM

FISCAL AGENCY: East River Montessori School

ADDRESS: 577 Grant Street
New York, New York 10002

PHONE: 212/254-7300
YEAR OF FUNDING: Second

PROJECT STAFF: Herb Citrin, Director
Educational Director, 4 Teachers, Speech Therapist, Dance Therapist, Art Therapist, Music Therapist, Resource Specialist, Social Work Consultant, Child Psychology Consultant, Hearing Impairment Consultant, Visual Handicap Consultant, Special Education Consultant

CHARACTERISTICS OF TARGET POPULATION:
The school serves language impaired children (2½-6) from all over Manhattan. Fifteen to 20 percent of the children in the school are handicapped.

PROGRAM FOR CHILDREN:
The program's goals are to mainstream handicapped children and to train teachers to provide therapy in the classroom. Another aspect is to disseminate information about teaching handicapped children in a regular class.

MEASURES OF CHILD PROGRESS:
Extensive screening and evaluation is done throughout the year using the following assessments: Denver Developmental Screening Test, Goldman-Fristoe Test of Articulation, PPVT, ITPA, Carrow Test of Auditory Comprehension, McCarthy Scales, and the Zimmerman Preschool Language Test.

PROGRAM FOR PARENTS:
Meetings and workshops make parents aware of state and national laws and provide them with materials to use at home with their children. Parents attend the IEP meetings and keep in close phone contact with the school concerning their children's progress.

STAFF DEVELOPMENT:
The staff meets one day a week to see videotapes and talk with specialists.

PRESCHOOL READINESS PROGRAM FOR HANDICAPPED CHILDREN

FISCAL AGENCY: New York City Board of Education, Division of Special Education

ADDRESS: Preschool Readiness, P.S. 198
1700 3rd Avenue
New York, New York 10010

PHONE: 212/876-0260

YEAR OF FUNDING: Second

PROJECT STAFF: Laura Shapiro, Director
2 Educational Assistants, Family Worker, Guidance/Liaison Person, 2 Audio-visual Research Consultants (part-time), Teacher/Trainer, 4 Volunteer Medical Teams

CHARACTERISTICS OF TARGET POPULATION:
Children (2½-5) in Manhattan and Brooklyn are referred to the project by hospitals, private groups, and individuals.

PROGRAM FOR CHILDREN:
A project goal is the identification and class placement of project children in such a way that they will advance in all cognitive, social, motor, and emotional skills. Two public school classrooms utilized in the program draw on the expertise of educational and medical professionals to provide appropriate settings for young handicapped children and to maximize the results of work with them.

MEASURES OF CHILD PROGRESS:
The LAP, Vineland, and Denver are administered at eight-month intervals. Ongoing observations by teachers also serve as measures of child progress.

PROGRAM FOR PARENTS:
Parents spend one hour per week in the classroom with their children. They also attend meetings and workshops emphasizing emotional growth and self-help skills which are conducted by the medical teams and the social worker.

STAFF DEVELOPMENT:
Project teachers must be licensed and qualified to teach young handicapped children. Ongoing training is conducted via meetings and workshops.

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN

FISCAL AGENCY: Putnam/Northern Westchester Board of Cooperative Educational Services (BOCES), Special Education Department

ADDRESS: Yorktown Heights, New York 10598 PHONE: 914/245-2700, Ext. 394
YEAR OF FUNDING: First

PROJECT STAFF: Paul Irvine, Director; Amy L. Toole, Coordinator
Teacher, 4 Aides, Social Worker (part-time), Speech & Language Pathologist (part-time), Psychologist (part-time), Physical Therapist (part-time)

CHARACTERISTICS OF TARGET POPULATION:
The program serves thirty-one children (0-5) who demonstrate a broad range of handicapping conditions and developmental problems.

PROGRAM FOR CHILDREN:
Child services are a combination of home-based (0-2) and center-based (3-5) approaches. Home training is based on the Portage (Wisconsin) Project model. The project coordinator serves as the home trainer and makes two home visits per day, three days per week. The center-based program operates one classroom for the severely and profoundly handicapped (four mornings per week) and one for the moderately handicapped (four afternoons per week). Curricula include ones developed by this project and a curriculum developed by BOCES. The IEP will be utilized by both the home and center-based programs.

MEASURES OF CHILD PROGRESS:
Both immediate and longitudinal child progress data will be obtained by using the Bayley Scales and the Alpern-Boll Developmental Profile. These are administered during the entrance screening process and five to six months later.

PROGRAM FOR PARENTS:
Parent activities include counseling, monthly parent training sessions, individual parent conferences, and participation in the child's IEP development. Evaluation of parent services includes documentation of parent activities, data on the number of parents involved and their satisfaction with program services, and observational data on parent-child interaction. An independent evaluation, using a questionnaire, will be conducted every six months.

STAFF DEVELOPMENT:
Staff development activities include an initial orientation (four half-day workshops covering all major aspects of the project), weekly two-hour staff meetings, weekly two-hour case conferences, one seminar or workshop at a community agency or institution of higher learning, and one state or regional conference.

SPECIAL FEATURES OF PROGRAM:
Additional project activities include the provision of a field-based experience for students in physical therapy, and a leadership training institute for persons having key roles in the determination of policy and legislation relating to the education of the handicapped.

"I WILL DO IT"

FISCAL AGENCY: Appalachian State University, College of Learning and Human Development

ADDRESS: Edwin Duncan Hall
Boone, North Carolina 28606

PHONE: 704/262-4034
YEAR OF FUNDING: Second

PROJECT STAFF: J. Michael Ortiz, Director; Ralph D. Conn, Coordinator
2 Home-bound Early Childhood Teachers, Graduate Assistant, Special Education Student Teacher, Secretary

CHARACTERISTICS OF TARGET POPULATION:

This project serves twenty-six handicapped or multi-handicapped children in a four-county mountainous/rural area of northwestern North Carolina.

PROGRAM FOR CHILDREN:

The curriculum consists of materials developed by the Portage (Wisconsin) Project. Prescriptive teaching is carried out by two home-bound teachers. Special education student teachers work with the siblings of project children, using the Social Learning Curriculum.

MEASURES OF CHILD PROGRESS:

Yearly pre- and posttest administration of the Alpern-Boll Development Profile measures child progress. Standardized assessment instruments, administered by multidisciplinary staff of the local Developmental Evaluation Center, are also used to assess project children.

PROGRAM FOR PARENTS:

The program for parents emphasizes the importance of the acquaint/teach/support/expand/maintain pattern derived from the PEECH model. Major parent activities include participation in intensive workshops and training, data-gathering (with project staff acting as an information source and referral service), learning about normal growth and development in children, attending information meetings about curriculum, training in observational skills, and borrowing learning aids and making instructional materials.

STAFF DEVELOPMENT:

During their first two months, the staff is oriented to all facets of the project. Training is conducted by the Appalachian State University Special Education faculty, TADS, the Portage Project, the UNC Frank Porter Graham Child Development Center, the Infant Care Center, and Western Carolina Center. Training seminars are held weekly. Specialized topical workshops are also held.

SPECIAL FEATURES OF PROGRAM:

Special features of the program include its sibling training component, and instructional workshops which are provided to area day care personnel and regular kindergarten teachers to aid in mainstreaming handicapped clients.

KENDALL INTERVENTION DEMONSTRATION (KID) PROJECT

FISCAL AGENCY: Henry Wiseman Kendall Center

ADDRESS: 4015 West Wendover Avenue
Greensboro, North Carolina 27405

PHONE: 919/294-4860
YEAR OF FUNDING: First

PROJECT STAFF: Betty Graham, Coordinator
Educational Specialist, Physical Therapist, Teacher Aide, Additional Support Staff provided by Kendall Center

CHARACTERISTICS OF TARGET POPULATION:
Twenty children (0-3) are served in the project. Handicapping conditions range from a high risk for abnormal development to the mildly or moderately retarded (including a priority for Down's syndrome children).

PROGRAM FOR CHILDREN:
The Children's Services Program has three components: (1) center- and home-based programming (0-18 months); (2) structured classroom experience (18-36 months); and (3) mainstreaming into community nursery and preschool settings utilizing normative data and teacher training.

MEASURES OF CHILD PROGRESS:
Project children are assessed biannually utilizing the Bayley Scales, LAP, REEL, Utah Test of Language Development, Preschool Attainment Record, and fine and gross motor evaluations. Within the toddler classroom, data on each child's individual goals are collected daily, and programs are updated accordingly.

PROGRAM FOR PARENTS:
Parents participate in a weekly training program which includes observation of their children (accompanied by programmed feedback), and individual and group training in specific skill areas such as behavior analysis, child development, "mainstreaming and the law," and organization of group support systems. Periodic home visits augment the weekly sessions.

STAFF DEVELOPMENT:
Staff members complete personal needs assessment inventories and are encouraged continually to assess areas in which they may need more training. Training remains consistent with needs previously established and with the individual staff member's function within the project.

SPECIAL FEATURES OF PROGRAM:
The Kendall Center provides nurse and pediatric consultation, social work services, speech pathology, child development, and behavior analysis consultation to the project. Several colleges and universities in the area provide volunteers to collect data in return for training opportunities.

PROJECT FIRST CHANCE -- MAINSTREAM

FISCAL AGENCY: Wake County Public Schools

ADDRESS: 501 South Boylan Avenue
Raleigh, North Carolina 27605

PHONE: 919/755-6440
YEAR OF FUNDING: Third

PROJECT STAFF: Tim Sturm, Director
Master Teacher, Aide, Speech Clinician (part-time), Home/School Coordinator, Project Evaluator, 2 Evaluation Assistants (part-time), Inservice and Public Awareness Coordinator, Secretary

CHARACTERISTICS OF TARGET POPULATION:
Project First Chance serves developmentally delayed children (4-5) who exhibit deficiencies between one and two standard deviations below the mean on two or more subtests of an accepted standardized IQ test. Additional test information, rating scales, and parent or teacher reports must corroborate intelligence test results.

PROGRAM FOR CHILDREN:
Twenty children attend the Project First Chance-Mainstream class five days per week. As the classroom is located in a public school, children receive many standard school services (e.g., music and art instruction). Special instructional activities are prescribed from a curriculum which combines the Developmental Task Instructional System and the Carolina Developmental Curriculum. Emphasis is on preparing the child for mainstreaming into public kindergarten or first grade. Follow-up of each child in the public school setting is provided.

MEASURES OF CHILD PROGRESS:
The McCarthy Scales are administered twice each year. The full Carolina Developmental Profile and a modified version of the Perkins Student Observation categories are administered three times yearly. Follow-up evaluation of "graduates" consists of a McCarthy Scales posttest, two administrations of a teacher questionnaire, and two naturalistic observations of classroom behaviors during the school year.

PROGRAM FOR PARENTS:
Parents attend a school-based parent seminar twice monthly to learn teaching techniques through demonstration and supervised practice. For those parents who request additional assistance, biweekly home visits are made by the teacher to help parents develop a child management program. Group meetings and reviews of child progress are provided.

STAFF DEVELOPMENT:
Ongoing training is provided to the staff as needed.

SPECIAL FEATURES OF PROGRAM:
The PFC-M staff has developed and is field-testing several products. The Carolina Developmental Curriculum, based on the Developmental Task Instructional System of Dr. David Lillie, emphasizes developmental instruction in the areas of expressive and receptive language, reasoning, fine and gross motor development, visual perception, and social/emotional development. The Situational Strategies Handbook, a practical guide for improving parent-child interaction, draws on the studies of child temperament conducted by Dr. Alexander Thomas and Dr. Stella Chess of New York University, and utilizes their Parent Temperament Questionnaire. In addition, two ecological observation devices are being field-tested in the PFC-M classroom: The Specimen Record (Barker and Wright, 1955) and the Teacher Chronologue (Scott, 1977).

092 DEMONSTRATION

EARLY INTERVENTION PROGRAM FOR CHILDREN WITH SPECIAL NEEDS

FISCAL AGENCY: Bismarck Early Childhood Education Program (BECEP)

ADDRESS: 900 East Bowen Ave.
Bismarck, North Dakota 58501

PHONE: 701/255-3866
YEAR OF FUNDING: Second

PROJECT STAFF: Michelle Dzura-Hougen, Coordinator
3 Teachers, 1 Teaching Assistant, 2 Aides

CHARACTERISTICS OF TARGET POPULATION:

Children with marked developmental barriers, as assessed on the BECEP Assessment Tool, are served. Twenty-four children, ages 0-3, are served in Bismarck, and 12 children are served in satellite classrooms in rural N.D.

PROGRAM FOR CHILDREN:

A combination center and home-based program is used. Each child is scheduled for two 1½-hour class sessions per week. Teachers make home visits once every two weeks. Each child has an individual program which is updated at least twice per year. Ancillary services are provided by a school psychologist, physical therapist, occupational therapist, speech therapist, and visually-impaired specialist.

MEASURES OF CHILD PROGRESS:

The BECEP Assessment Tool is administered at beginning and end of the program year. The Bayley is also given upon program entry. Continual child progress is monitored on the BECEP Curriculum Guides. Child within-group interaction videotapes are recorded at the beginning and end of the year for comparison ratings. Percentage of each child's long- and short-term IEP objectives met are made at the middle and end of the year.

PROGRAM FOR PARENTS:

A parent or guardian attends each session in which his child participates in class activities. Parents are responsible for completing in-class and home tasks assigned by the teacher. Parents are rated twice per year on the ABC (Assessing Behaviors of Caregivers) Scale and parent/child videotapes. IEP's are written for each parent based on needs identified on the Parent Needs Assessment, Q-sort, and by the parent.

STAFF DEVELOPMENT:

Weekly staff meetings are held for all BECEP staff serving handicapped children. IEP's are written for each teacher based on ratings from the Teacher Competency Scale and needs identified by each teacher. The teachers are rated twice per year on the ABC Scale and teacher/child videotapes. Training packets are available for each new staff member, and ongoing training is obtained through monthly BECEP inservice.

SPECIAL FEATURES OF PROGRAM:

BECEP consists of five early childhood programs under a common administration: Head Start, Day Care, Special Needs Program, Child Family Resource Program, and the Early Intervention Program.

INFANT STIMULATION/MOTHER TRAINING PROJECT

FISCAL AGENCY: University of Cincinnati, College of Medicine

ADDRESS: Department of Pediatrics
231 Bethseda Avenue
Cincinatti, Ohio 45257

PHONE: 513/872-5341

YEAR OF FUNDING: Second

PROJECT STAFF: Earladeen Badger, Director
Neonatologist, Physician's Assistant, Educational Coordinator, Social Worker, Pediatric Nurse

CHARACTERISTICS OF TARGET POPULATION:
This project serves forty premature infants who weighed less than 1200 gms. at birth and whose mothers are at high social risk due to their young age and welfare status.

PROGRAM FOR CHILDREN:
Infant stimulation procedures are carried out by nursing staff while infants are in intensive care nursery. During the infant's first year of life, IEPs are developed utilizing the EMI Scales. A two-faceted educational intervention program during the first year includes mother/infant group classes and individualized home instruction. Follow-up of project infants occurs as indicated through the United Services for Effective Parenting (USEP) Central Referral System.

MEASURES OF CHILD PROGRESS:
Instruments are administered in three primary locations: the nursery, the clinic, and the home. In the nursery, the Brazelton Neonatal Assessment is used at thirty-eight to forty weeks gestational age. In the clinic, medical follow-up is conducted monthly utilizing the Amiel-Tison Neurological Assessment. At home, monthly assessment is made utilizing the Uzgiris-Hunt Infant Scales and, at twelve months gestational age, the Bayley Scales.

PROGRAM FOR PARENTS:
Weekly parent support group meetings are held while the infant is in the intensive care nursery. Weekly postnatal mother/infant classes and/or weekly home visits also occur.

STAFF DEVELOPMENT:
Weekly one-hour team meetings are held for case and program review. Monthly team meetings are held for program development and evaluation. Project staff regularly participates in workshops, conferences, and academic meetings for the purpose of professional development and program dissemination. Two four-day courses are offered annually by project staff.

SPECIAL FEATURES OF PROGRAM:
Special features of the program include the identification and educational intervention of at-risk infants (i.e., premature or low birthweight) beginning at birth, the project's being part of a pediatric newborn division at a large medical center (Cincinnati General Hospital and Children's Hospital), and a continuum of educational intervention programs which provides follow-up through USEP.

094 DEMONSTRATION

EARLY INFANT INTERVENTION THROUGH PARENT INTERACTION

FISCAL AGENCY: Ohio State University, Nisonger Center for MR/DD

ADDRESS: 1580 Cannon Drive
Columbus, Ohio 43210

PHONE: 614/422-9670
YEAR OF FUNDING: Second

PROJECT STAFF: Marian Chase, Director
Project Coordinator, Family Services Coordinator, 2 Training Specialists, Media Specialist, Secretary

CHARACTERISTICS OF TARGET POPULATION:
The project serves children (0-2) who are multi-handicapped. Children who live in Franklin County and surrounding counties are referred for project services by physicians and parents.

PROGRAM FOR CHILDREN:
Individualized programs are carried out in a center-based program which meets two hours weekly.

MEASURES OF CHILD PROGRESS:
The Infant LAP is administered at the beginning and end of each project year. Parent-child interaction is assessed at the beginning and end of each year through the use of videotapes. Children are also assessed via ongoing observation.

PROGRAM FOR PARENTS:
During the second hour of the two-hour weekly session, parents work as a group with the program manager around issues of concern or interest. Home visits by staff are conducted two or three times per year.

STAFF DEVELOPMENT:
An intensive ten-hour training session is held for program managers at the beginning of each year. Weekly meetings and planned workshops also aid in staff development.

EARLY INTERVENTION FOR HANDICAPPED CHILDREN IN A RURAL AREA

FISCAL AGENCY: Vinton County Board of Education

ADDRESS: Memorial Building
McArthur, Ohio 45651

PHONE: 614/596-5218
YEAR OF FUNDING: Second

PROJECT STAFF: Ted Reed, Director; Harry Gray, Coordinator
2 Teachers, 2 Teacher Aides, School Psychologist, School Nurse, Speech Pathologist, Physical Therapist, Occupational Therapist

CHARACTERISTICS OF TARGET POPULATION:
Twenty noncategorically handicapped children (3-8) are served in this Appalachian area school. The county can be characterized by the following: low educational level, low income level, large geographic area, and low student density.

PROGRAM FOR CHILDREN:
Two early education centers, each with a teacher and aide, operate four days a week for individualized instruction to children. When applicable, children receive regularly scheduled visits from the speech pathologist, occupational therapist, and physical therapist.

MEASURES OF CHILD PROGRESS:
The Classroom Screening Assessments of the Live Oak Curriculum are utilized as a pre-placement assessment. The Individual Assessment of the Live Oak Curriculum is administered to all children enrolled in the program as pre- and posttests.

PROGRAM FOR PARENTS:
Teachers and aides spend one day per week visiting parents in their homes. Teachers acquaint parents with the child's IEP and help them formulate techniques, skills, and attitudes that will assist the child at home. In addition, at regularly scheduled parent inservice meetings, various relevant topics are discussed.

STAFF DEVELOPMENT:
Project concerns are discussed at regular staff meetings. The project staff attends a variety of internal and external inservice programs, conferences, workshops, and classes.

DEVELOPMENT OF A DEMONSTRATION PROGRAM MODEL FOR PRESCHOOL-AGE HANDICAPPED CHILDREN

FISCAL AGENCY: Ohio Department of Education, Division of Special Education

ADDRESS: 933 High Street
Worthington, Ohio 43085

PHONE: 614/466-2650
YEAR OF FUNDING: Third

PROJECT STAFF: Joseph H. Todd, Director
Program Coordinator, Occupational Therapist, Physical Therapist, Nurse, Speech Therapist

CHARACTERISTICS OF TARGET POPULATION:
The program serves children (0-5) with all types of handicapping conditions, including hearing impaired, language delayed, orthopedically handicapped, and visually impaired.

PROGRAM FOR CHILDREN:
The program has home- and center-based services. The major program objectives are to develop demonstration program models, to devise a system for measuring and reporting program effectiveness and efficiency, to develop competency based teacher training activities, and to disseminate information on preschool instructional programs.

MEASURES OF CHILD PROGRESS:
Extensive evaluation measures are used throughout the school year. The tests include the REEL, Preschool Language Scale, Northwestern Syntax Screening Test, PPVT, Carrow Elicited Language Inventory, Carrow Test of Auditory Comprehension, Goldman-Fristoe Test of Articulation, Lexington Developmental Scales, Santa Clara Inventory of Developmental Tasks, LAP, Vineland Social Maturity Scale, and the Denver Developmental Screening Test.

PROGRAM FOR PARENTS:
Both group and individual parent counseling and education are offered. Parents can also attend weekly center meetings.

STAFF DEVELOPMENT:
The staff attends monthly inservice training at the public schools and the annual Early Childhood Conference.

UNIVERSITY PROJECT: STRUCTURING TOWARD REALISTIC EDUCATIONAL ALTERNATIVES IN MAHONING COUNTY (UPSTREAM)

FISCAL AGENCY: Youngstown State University, Department of Special Education

ADDRESS: 410 Wick Avenue
Youngstown, Ohio 44555

PHONE: 216/742-3265
YEAR OF FUNDING: Third

PROJECT STAFF: Jack D. Dunsing, Director
Project Coordinator, 2 Consulting Teachers, Evaluation Specialist, Faculty/Student Activity Teams, Graduate Assistant, Paraprofessional

CHARACTERISTICS OF TARGET POPULATION:
The project serves thirty mildly to moderately involved children (3-5) who reside in the attendance area represented by the eleven local and three city school districts of Mahoning County, Ohio. Eight children receive direct diagnostic/instructional service at any one time with six additional children being served in limited or follow-up services.

PROGRAM FOR CHILDREN:
The curriculum design for the Demonstration Extended Educational Diagnostic Service (DEEDS) combines a developmental orientation with a process approach based upon S. A. Kirk's psycholinguistic processing model. The BASICS method (Building and Applying Strategies for Intellectual Competencies in Students) supplements the curriculum activities as a verbal interaction technique used to stimulate language development and social interaction.

During the eight-week assignment to DEEDS, a number of formal and informal diagnostic procedures are used to evaluate each child's progress and to develop programming to meet that child's individual needs. A systematic stations approach allows for careful monitoring of learning progress and subsequent verification and modification of the child's learning program. The DEEDS model allows for the development of a valid and refined curriculum for each child, known as a personalized education program (PEP). The PEP is then used as a basis for subsequent educational planning, with systematic follow-up liaison (FUL) services provided by UPSTREAM teachers.

PROGRAM FOR PARENTS:
The project contacts parents weekly and provides Home Activity Packets to encourage parent interaction with the child and reinforce classroom objectives. Home visits occur as appropriate.

STAFF DEVELOPMENT:
A staff development system provides for self-assessment of individual staff needs. In order to accomplish individual objectives, staff members may attend local, regional, and national workshops; seminars and conferences; and/or university courses.

PROJECT SHAPE

FISCAL AGENCY: Beaverton School District #48

ADDRESS: P.O. Box 200
Beaverton, Oregon 97005

PHONE: 503/649-0450
YEAR OF FUNDING: Third

PROJECT STAFF: Doris H. Rosen, Director
Physical Therapist, Occupational Therapist, Teacher, Speech Clinician

CHARACTERISTICS OF TARGET POPULATION:
Fifteen children (2-6) with these handicapping conditions: hearing impairment, vision loss, seizures, and developmental delay.

PROGRAM FOR CHILDREN:
This is a therapeutic management model with a focus on shaping sensorimotor (action/object-specific) initiations in small individual task arrangements. PT skills are infused in the model to produce normalized motor function as a part of the terminal program objectives.

MEASURES OF CHILD PROGRESS:
Evaluation is based on pre and post data on the Bayley Scales of Infant Development, the Student Progress Record (SPR), and the criteria designated in the curriculum. Continuous monitoring is conducted as a result of the field testing which occurs with a number of the teaching strategies outlined in the curriculum model.

PROGRAM FOR PARENTS:
The parent program involves individual consultations in the home in the areas of environmental arrangement, physical management, and feeding training.

STAFF DEVELOPMENT:
A specific curriculum has been designed for paraprofessionals in an attempt to transfer shaping skills and basic OT and PT skills. The staff development program will be expanded into a training model for TMR teachers and paraprofessionals who work with a similar population (young, multihandicapped, profoundly retarded).

SPECIAL FEATURES OF PROGRAM:
The project is a part of a public school network of services for developmentally-delayed and trainable retarded children.

CENTER ON HUMAN DEVELOPMENT PRESCHOOL PROGRAM

FISCAL AGENCY: University of Oregon

ADDRESS: Center on Human Development
901 E. 18th Street
Eugene, Oregon 97403

PHONE: 503/686-3575
YEAR OF FUNDING: Second

PROJECT STAFF: Diane Bricker, Director
6 Teachers, Physical Therapist, Speech Pathologist (.50), 10 Aides

CHARACTERISTICS OF TARGET POPULATION:

Sixty-five children ranging in age from seven months to five years: 50 have handicapping conditions that range from mildly to severely disabling; 15 children are functioning within normal limits. Twelve additional children and families are served in a home-based outreach program.

PROGRAM FOR CHILDREN:

Upon entering the home and school programs, all children are assessed in each of the curricular areas: conceptual learning, social behaviors, language, motor development, self-help, and academic skills. Following the initial assessment, individualized prescriptive programs are written. The individualized programs are implemented in home settings via the parent-infant program and in six classroom units where handicapped children work and play with their nonhandicapped peers.

MEASURES OF CHILD PROGRESS:

Three types of instruments are used to measure child progress:

1) Standardized instruments such as the Bayley Scales of Infant Development which are administered at the beginning and termination of the school year.
2) Student Progress Record, which is a state-wide assessment instrument, to monitor child progress from the beginning to the end of the school year.
3) Curriculum-linked assessments which are used to establish specific training objectives and progress toward acquisition.

PROGRAM FOR PARENTS:

Parents meet regularly with the staff to discuss their child's progress. Parent training is done through observation, classroom participation, parent training manual, and meetings. They are also active advocates for the children within the community, the state and the region.

STAFF DEVELOPMENT:

Weekly staff meetings are held to discuss problems that arise in the classroom. Consultants are brought in on a regular basis to provide outside evaluation and to keep the staff abreast of new information and intervention strategies.

CHILD NEUROLOGY CLINIC

FISCAL AGENCY: Good Samaritan Hospital & Medical Center

ADDRESS: 2222 N.W. Lovejoy
Suite 361
Portland, Oregon 97210

PHONE: 503/229-7220

YEAR OF FUNDING: Third

PROJECT STAFF: Robert M. Shook, Director
Education Director, Parent Trainer, Infant Specialist, Physical Therapist

CHARACTERISTICS OF TARGET POPULATION:
Thirty children (birth-8) identified as neurologically or multiply handicapped are enrolled in the program.

PROGRAM FOR CHILDREN:
The program consists of two components: 1) comprehensive diagnostic and evaluation services, and 2) educational-medical direct services. The educational program is a replication of the Teaching Research model which offers individual prescriptive programs based on task analysis and daily data collection. Staff works directly with the children enrolled in the Infant/Toddler or Preschool program, and through inservice training for classroom teachers, with children enrolled in public school. Staff members also provide Parent Training to 10 families (see Parent Program).

MEASURES OF CHILD PROGRESS:
Student Progress Record - September and May (pre/post). Teaching Research Curriculum - daily.

PROGRAM FOR PARENTS:
The teachers in the Infant/Toddler and Preschool Program provide ongoing parent training programs to augment individual child programs. Parent trainers will increase their caseloads to a maximum of 20 families and continue to participate in TR-conducted parent training workshops. Parents also serve on the advisory council.

STAFF DEVELOPMENT:
- Total communication for teachers.
- Administration of neuro-psych testing - Reitan.
- Preparation for JDRP.
- Infant assessment.

SPECIAL FEATURES OF PROGRAM:
Training of special education staff and others in data-based classroom (6 trainees per month).

UNITED CEREBRAL PALSY INFANT STIMULATION PROGRAM

FISCAL AGENCY: United Cerebral Palsy of Beaver, Butler, and Laurence Counties

ADDRESS: 352 East Jefferson St.
Butler, Pennsylvania 16001

PHONE: 412/282-6618
YEAR OF FUNDING: Third

PROJECT STAFF: Judy Stahlman, Director
Teacher Coordinator, Physical Therapist, Speech Therapist, Nurse, Instructional Aide, Replication Coordinator

CHARACTERISTICS OF TARGET POPULATION:

The program serves children (0-3) with any kind of handicapping condition. Most of the children come from Butler County, Pennsylvania and can be referred by physicians, local agencies, or parents.

PROGRAM FOR CHILDREN:

The program's goals are to train parents to help their handicapped children by teaching the parents specific therapy skills. For two hours a week, children and parents attend the center where they work with an interdisciplinary team on individually prescribed activities. The parents then follow the regime at home and keep records on the child's daily performance.

MEASURES OF CHILD PROGRESS:

The Gesell Developmental Schedules are given yearly; the HICOMP Program is used to evaluate the child's weekly progress; REEL is administered on entry and exit from the program.

PROGRAM FOR PARENTS:

In addition to the weekly therapy training sessions, there are regular evening programs for parents where they see films or hear specialists on various issues. The center takes a family approach to working with handicapped children and encourages siblings to attend also. Siblings receive special attention and are integrated into teaching and therapy sessions.

STAFF DEVELOPMENT:

There is a yearly needs assessment meeting for the entire staff, followed with speakers and workshops on relevant issues.

SPECIAL FEATURES OF PROGRAM:

The program is now being replicated in two other Pennsylvania counties.

THE INFANT AND FAMILY PROJECT

FISCAL AGENCY: Montgomery Hospital

ADDRESS: Child Study Program
15 W. Wood Street
Norristown, Pennsylvania 19401

PHONE: 215/631-3215

YEAR OF FUNDING: First

PROJECT STAFF: Frank W. Shaffer, Director; Barbara Evans, Coordinator
Child Development Specialist, Special Education Teacher, Psychologist, Speech Pathologist, Teacher Aide

CHARACTERISTICS OF TARGET POPULATION:

The Infant and Family Project serves children (0-3) with known or suspected developmental delays or handicapping conditions.

PROGRAM FOR CHILDREN:

The program for children includes: (1) neonatal assessment in hospital nursery using the Brazelton; (2) selective follow-up of newborns by home visits, or contact with primary care physician and possible re-evaluation; (3) classroom for children with known or suspected developmental difficulties. The HICOMP curriculum is used to design individual lesson plans. Medical and other diagnostic services are available as needed.

MEASURES OF CHILD PROGRESS:

All infants enrolled in the classroom are assessed initially and semi-annually with the Bayley Scales, the Gesell Development Schedule, or the Stanford-Binet. Neonatal assessments are made in the hospital nursery using the Brazelton.

PROGRAM FOR PARENTS:

Project staff contacts mothers in the prenatal clinic, at which time issues surrounding pregnancy and available hospital services for parents and newborns are discussed. In the hospital nursery, staff demonstrates to mothers the newborn's abilities, and support in the parenting role is provided to parents of newborns who are selected for follow-up home visits. Parent education groups are held for families of infants involved in the classroom.

STAFF DEVELOPMENT:

Staff development activities include meetings for case and project review and reports on conferences. The project's medical director conducts staff training regarding the various handicapping conditions seen in the program.

SPECIAL FEATURES OF PROGRAM:

Special program features include Brazelton follow-up, access to a hospital nursery, and a clinical preschool classroom in a community hospital.

MODEL SERVICES FOR HANDICAPPED INFANTS

FISCAL AGENCY: School District of Philadelphia, Division of Special Education

ADDRESS: Stevens Administration Center
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123

PHONE: 215/299-7804

YEAR OF FUNDING: Third

PROJECT STAFF: Lafayette Powell, Director; Mary Winter, Coordinator
2 Occupational Therapists, Occupational Therapist (part-time), Information Specialist, Secretary, Homebound Teacher (LEA Funds), Nurse Practitioner (LEA Funds)

CHARACTERISTICS OF TARGET POPULATION:

Forty-five handicapped noncategorical infants (0-3), who live in the eight districts of the School District of Philadelphia, are served by the project.

PROGRAM FOR CHILDREN:

Thirty infants receive home visits, weekly or twice weekly, by the project teacher (and therapist, if needed) to demonstrate selected activities and teaching techniques with the infant. A diagnostic/prescriptive model allows development of an individual educational and physical therapeutic program, continuous assessment of the infant's progress, and an updating of each program plan. Fifteen infants receive developmental evaluations, their parents receive recommendations for home intervention, and/or the children are referred to existing agencies for continuing service. Speech and hearing evaluations and referrals for specialized medical diagnosis and treatment are made as necessary.

MEASURES OF CHILD PROGRESS:

The Denver Development Screening Test is administered at entry into the project to document suspected developmental delay. The Bayley Scales are administered upon entry, and at six-month intervals thereafter, as a cumulative indicator of child progress. The Infant LAP is administered upon entry, prior to a major revision of the IEP, and on exit from the project as a cumulative indicator of child progress.

PROGRAM FOR PARENTS:

Parent training focuses on increasing the intrafamilial capacity for management of the handicapped infant. The project has developed a clearinghouse of information for parents on the nature of handicapping conditions, available community services and treatment centers, and consumer education.

STAFF DEVELOPMENT:

Staff meets for one day per week for case review, information-sharing, and staff training. Inservices are planned on a needs basis and include conference and workshop attendance, site observations, performance evaluations, and arrangement for consulting assistance.

SPECIAL FEATURES OF PROGRAM:

Products being developed include informational tapes on handicapping conditions, child development charts, a directory of local services for the preschool handicapped, and a directory of local sources of information (including agencies and individuals) about intervention with the preschool handicapped. All are primarily designed for parents and service agencies; anyone may borrow these items by placing a request with the project's information specialist.

104 DEMONSTRATION

ST. JOSEPH'S EDUCATIONAL RECREATION PROGRAM FOR PRESCHOOLERS

FISCAL AGENCY: St. Joseph's Children's and Maternity Hosptial

ADDRESS: 2010 Adams Avenue
Scranton, Pennsylvania 18509

PHONE: 717/346-7684
YEAR OF FUNDING: Second

PROJECT STAFF: Patrick McDonald, Director/Social Worker
Adaptive Equipper, Recreational Therapist, Physical Therapist, Special Education Teacher, Videotape Technician Secretary

CHARACTERISTICS OF TARGET POPULATION:

The project serves at least twenty-four multi-handicapped, severely profoundly retarded children (0-5) who are in residence at St. Joseph's Hospital.

PROGRAM FOR CHILDREN:

An individualized recreation program is planned and carried out for each preschooler for after-school hours and weekends. This is accomplished by an interdisciplinary team composed of parents, a recreation therapist, a social worker, a physical therapist, a teacher, and a direct-care person. A carpenter shop is staffed and equipped. The "Adaptive Equipper" (1) adapts existing therapeutic equipment on-site for use by the children; (2) constructs new equipment on-site; (3) instructs parents on the adaption and construction of equipment; and (4) develops with staff a marketable booklet and kit.

MEASURES OF CHILD PROGRESS:

Instruments used to measure child progress include an adaptation of the Pennsylvania Training Model, psychological evaluations, videotapes, and a recreation participation log.

PROGRAM FOR PARENTS:

A family assistance program is planned and carried out for parents and siblings, including orientation by the social worker through home visits and group sessions, parent-training sessions both at home and at St. Joseph's, and parent participation in the recreation program.

STAFF DEVELOPMENT:

Staff development activities include weekly staff meetings for case and project review, staff reports of conferences and workshops, hospital inservices, and project visitation.

A MODEL DEMONSTRATION OF A COMPREHENSIVE EARLY EDUCATION PROGRAM FOR HANDICAPPED INFANTS AND TODDLERS

FISCAL AGENCY: Family Support Center

ADDRESS: 2 Bailey Road
Yeadon, Pennsylvania 19050

PHONE: 215/622-5660
YEAR OF FUNDING: Second

PROJECT STAFF: Yvonne Fraley, Director
Clerical Staff, Early Childhood Educator, Social Workers, Registered Nurse

CHARACTERISTICS OF TARGET POPULATION:
The project serves children (0-4), many at high risk, who are referred by community nurses and social workers from catchment area hospitals.

PROGRAM FOR CHILDREN:
The program model has three components: (1) the home-based program includes assessment, design of the IEP, and therapy in the home regarding the IEP (3-6 months); (2) the center-based program is a Family School offered two days a week for thirteen weeks, in which parents are educated in theory and development, and receive intensive help in therapy; (3) the neighborhood-based program involves a parent-peer group which meets monthly. The therapist makes monthly home visits.

MEASURES OF CHILD PROGRESS:
The Bayley, McCarthy, and speech tests are administered annually. The HICOMP Curriculum translates the IEP into specific objectives for each child.

PROGRAM FOR PARENTS:
Parents participate in developmental training, self-help skills, behavior training, parental self-esteem, and assertiveness training.

STAFF DEVELOPMENT:
Staff participates in direct supervision and workshops designed according to the needs of the center and conducted every thirteen weeks.

A MODEL DEMONSTRATION SERVICE DELIVERY CONTINUUM FOR PRESCHOOL HANDICAPPED CHILDREN

FISCAL AGENCY: Rhode Island Bureau of Social and Educational Services

ADDRESS: Chepachet School
Chepachet, Rhode Island 02814

PHONE: 401/568-4684

YEAR OF FUNDING: Second

PROJECT STAFF: Ruth Schennum & Judy Siegel, Coordinators
Administrative Assistant, Psychologist, Speech Therapist, 4 Teachers, 3 Teaching Assistants, 38 Volunteer Educators, Physical Therapist, Pediatrician, Audiologist, Otologist, Ophthalmologist

CHARACTERISTICS OF TARGET POPULATION:
Multi-handicapped children (3-6) and their families from the rural Northwest Special Education District are being served.

PROGRAM FOR CHILDREN:
Within the interdisciplinary early childhood center there are four demonstration projects offering a range of diagnostic and educational services: (1) a self-contained, prescriptive classroom for ten to twelve moderately to severely handicapped children; (2) an integrated classroom for eight normal and eight mildly to moderately handicapped preschool children; (3) a home-based intervention program for twenty children with any type of handicapping condition; and (4) an integrated, cognitively-oriented classroom serving five mildly handicapped and ten normal preschool children.

MEASURES OF CHILD PROGRESS:
After ten months in the program, the children are evaluated with the McCarthy Scales of Children's Abilities, the Cooperative Preschool Inventory, and a speech and language battery. Three times a year criterion-referenced instruments are used in each of the four demonstration projects.

PROGRAM FOR PARENTS:
There are four center-based meetings during the school year for parents of children in the home program. Parents with children in the center's classrooms may participate in one or more of the following ways: assisting in the classroom, visiting the center for monthly observation, implementing educational objectives at home, serving on the Advisory Council, disseminating information about the project's activities, and attending monthly conferences regarding their child's progress.

STAFF DEVELOPMENT:
Internal staff development occurs on a eight-week basis when the core evaluation team rotates through each model demonstration program.

SPECIAL FEATURES OF PROGRAM:
The range of diagnostic and program services offers the capability of matching the child's characteristics with the most appropriate training environment.

OPEN HOUSE

FISCAL AGENCY: Providence Mental Health Center

ADDRESS: 160 Broad Street
Providence, Rhode Island 02903

PHONE: 401/274-7100

YEAR OF FUNDING: First

PROJECT STAFF: Fredericka Bettinger, Director; Joane Szamreta, Project Manager; Senior Remedial Assistant; 2 Remedial Assistants; Secretary (part-time)

CHARACTERISTICS OF TARGET POPULATION:

The center serves single parents, low-income and isolated families, and families where there is a minimum of child-parent interaction. The children (0-5) of these households are also served because they are considered at risk for developing learning disabilities and/or emotional handicaps.

PROGRAM FOR CHILDREN:

The staff works mainly in homes, although some group activities for the children are provided by the Mental Health Center. The program's primary goal is to train parents to stimulate their children and increase positive interaction.

MEASURES OF CHILD PROGRESS:

Instruments used to screen and measure child progress are home visits, the Home Observation and Measurement of the Environment, the Denver Development Screening Test, the Bayley Scales, the McCarthy Scales, and pediatric examinations as necessary.

PROGRAM FOR PARENTS:

Parent programming includes parent support groups, parent-child activity groups, and parent-assisted activity groups with their children. In addition the staff provides home teaching sessions for mothers and children.

STAFF DEVELOPMENT:

All staff members receive weekly individual supervision. They attend weekly study groups where social, observational, developmental, and educational objectives and skills are discussed. Paraprofessional staff members also receive weekly training seminars.

SPECIAL FEATURES OF PROGRAM:

Because Open House relies mainly on agency-trained, paraprofessional staff to provide direct services to families, the staff development component is particularly important. Open House also emphasizes the continuation of services for project families through various units of Providence Mental Health Center and other community health agencies.

TRUDEAU-ZAMBARANO ACTIVE STIMULATION PROGRAM

FISCAL AGENCY: Kent County Association for Retarded Citizens, J. Arthur Trudeau Memorial Center

ADDRESS: Box 69
Warwick, Rhode Island 02886

PHONE: 401/739-2700

YEAR OF FUNDING: Third

PROJECT STAFF: Edmond S. Zuromski, Director
2 Special Education Teachers, 4 Program Assistants, 2 Program Assistants (part-time), 4 Consultants

CHARACTERISTICS OF TARGET POPULATION:
The project serves 26 profoundly retarded and multi-handicapped children (0-8) who are either residents of Zambarano Hospital or participants in the Trudeau Center's Infant and Child Development Programs.

PROGRAM FOR CHILDREN:
The active stimulation program develops operant-based activities which can be performed independently by profoundly retarded and multi-handicapped infants and preschoolers. A variety of equipment, prosthetic devices, and toys has been designed by staff for use by children when normal educational programs or staff/parent interaction are not available. The child's prosthetic and educational needs are determined, and long- and short-term objectives are established. Instructional activities, achievement criteria, reinforcers, and response modalities are then determined.

MEASURES OF CHILD PROGRESS:
Upon entry into the program and every six months thereafter, three instruments are administered to each child: (1) the Kent Infant Development Scale, (2) the Bzoch-League REEL Scale, and (3) the Hoskins Squires Test for Reflex and Gross Motor Development. These results are used to determine the educational and prosthetic needs of the child. Operant data obtained within a single subject design framework constitute the primary evaluative information. A second measure, obtained by using the TZASP Behavioral Checklist (a highly-reliable checklist measuring behaviors related to the operants required in our activities), is used daily to measure progress.

PROGRAM FOR PARENTS:
Parents participate in an educational program which deals with handicaps encountered in infancy, training techniques (with an emphasis on operant learning and active stimulation), and prescriptive teaching procedures. Training for parents includes classroom observation and participation, home training, home visits, and quarterly meetings.

STAFF DEVELOPMENT:
Staff needs are assessed yearly. Monthly staff training and inservice sessions are designed by the project director, staff, and consultants to meet those needs. Operant conditioning is a major emphasis.

PROJECT SCOOTER FOR THE HEARING IMPAIRED

FISCAL AGENCY: University of South Carolina, Department of Speech Pathology and Audiology

ADDRESS: Kirkland Apts.
University of South Carolina
Columbia, South Carolina 29210

PHONE: 803/777-7876

YEAR OF FUNDING: Second

PROJECT STAFF: Joan Rollins, Director
Teacher/Specialist, Audiologist, Secretary

CHARACTERISTICS OF TARGET POPULATION:
The project serves hearing-impaired children (0-4) and their parents.

PROGRAM FOR CHILDREN:
Goals of the program include early identification of hearing loss and early educational intervention. The program is home-based for infants (0-2) and center-based for children ages two to four.

MEASURES OF CHILD PROGRESS:
Identification is made via a high-risk register in the hospital which detects children at risk for congenital hearing loss. The Denver Development Screening Test is used with infants and their parents. The REEL, the LAP-D, the Sky-High, and the Language Development Scale are administered to toddlers. Audiological evaluations are conducted every six months.

PROGRAM FOR PARENTS:
Weekly home visits and monthly meetings at the center constitute the crux of the program for parents. Parents are active in all aspects of the program; they work in the classroom for toddlers, learn therapy techniques from project staff, and serve on a project advisory committee.

STAFF DEVELOPMENT:
Monthly meetings, planned training sessions, and the auditing of classes at the University are primary staff development activities.

A MODEL DEMONSTRATION PROGRAM FOR PRESCHOOL AND EARLY EDUCATION OF HANDICAPPED CHILDREN IN A PUBLIC SCHOOL

FISCAL AGENCY: Department of Mental Retardation, Coastal Regional Center

ADDRESS: Project HELP
Route 1, Box 126
Harleyville, South Carolina 27448

PHONE: 803/462-2279

YEAR OF FUNDING: First

PROJECT STAFF: Rosemarie Gregory, Director
Special Education Teacher, Early Education Teacher, 2 Associate Teachers, Social Worker, Clerk-Typist, Clinical Counsel, Parent-Staff Educator

CHARACTERISTICS OF TARGET POPULATION:
The project serves children (3-8) who exhibit mild to moderate handicapping conditions.

PROGRAM FOR CHILDREN:
The project utilizes two classrooms: one is preparatory (ages 3-8), the other integrates handicapped (ages 5-6) and nonhandicapped kindergarten children. The program is based on the High Scope Curriculum Program. The LAP is used to determine the child's IEP, which is established thirty days after enrollment.

MEASURES OF CHILD PROGRESS:
Screening prior to program entry includes medical and neurological examinations and a psychological evaluation. Instruments used in the evaluation include: Stanford-Binet, Wechsler Scales, California Test of Basic Skills, PIAT, Vineland Social Maturity Scale, Adaptive Behavior Scale, Thematic Children's Apperception Test, Bender-Gestalt Test, and Denver. The children are re-evaluated every six months with all the above scales.

PROGRAM FOR PARENTS:
The center- and home-based parent program consists of education for parents in child development, mental retardation, and child-handling. Counseling sessions are aimed at the modification of parents' attitudes and feelings, and teachers help parent acquire skills in teaching their children at home. Group parent meetings are held monthly at the program site. Home visits are made weekly.

STAFF DEVELOPMENT:
Inservice training is provided monthly for project staff as well as the staff of the local educational agency.

SPECIAL FEATURES OF PROGRAM:
Project involvement in Child Find and dissemination of project materials at the local level are special features.

TECHNICAL EDUCATIONAL AIDS FOR CHILDREN WITH HANDICAPS (TEACH)

FISCAL AGENCY: Memphis City Schools, Division of Special Education

ADDRESS: 2597 Avery
Memphis, Tennessee 38112

PHONE: 901/454-5285
YEAR OF FUNDING: First

PROJECT STAFF: Harold Perry, Director; Jeryl Mitchell, Coordinator
Speech Pathologist, Occupational Therapist, Therapy Assistant, Research Specialist

CHARACTERISTICS OF TARGET POPULATION:

The project serves 10 children who are enrolled in a school for the physically handicapped. The children are totally speech impaired and are physically impaired to the degree that they are not independent in activities of daily living.

PROGRAM FOR CHILDREN:

Children are enrolled in several classrooms throughout the school and follow the curriculum appropriate for their class. The Rehabilitation Engineering Center designs and adapts aids which facilitate communication skills and promote independence in activities of daily living, according to each child's individual needs.

MEASURES OF CHILD PROGRESS:

Upon entry into the program, the Person Profile is administered to each student in order to collect baseline data. Pupil academic achievement is periodically determined through analysis of appropriate standardized tests and informal teacher assessment data appropriate to each pupil's functional level.

PROGRAM FOR PARENTS:

Parents are given a full explanation of the nature of the child's disabilities in regard to educational and social development. They receive individual training in the proper use and care of the technical aids provided to the child.

STAFF DEVELOPMENT:

Weekly staff meetings are held to review program progress and assess needs. Inservice training has provided classroom teachers with skills in using adaptive equipment to facilitate the child's academic progress.

FAMILY, INFANT AND TODDLER (FIT) PROJECT

FISCAL AGENCY: George Peabody College for Teachers

ADDRESS: Box 158
Peabody College
Nashville, Tennessee 37203

PHONE: 615/327-8094

YEAR OF FUNDING: First

PROJECT STAFF: Harris Gabel, Director
2 Infant/Family Trainers, Training Coordinator (part-time), Program Evaluator (part-time), Secretary (part-time)

CHARACTERISTICS OF TARGET POPULATION:
The program serves mentally retarded infants and toddlers residing in rural areas of middle Tennessee.

PROGRAM FOR CHILDREN:
A parent-implemented educational program is provided for each child in weekly clinics in rural communities. An individualized program of activities is developed in the following areas: gross motor, personal/social, hearing and speech, nonverbal communication, eye-hand coordination, and gestural and verbal imitation.

MEASURES OF CHILD PROGRESS:
Data are recorded weekly on checklists derived from developmental scales by Griffith, and Uzgiris and Hunt. Yearly re-evaluations include standardized measures such as Stanford-Binet and Bayley Scales.

PROGRAM FOR PARENTS:
Parents participate in individual training sessions focused on implementing their children's educational programs. Parent groups provide information about child development and rearing and about building a peer support system. A program for extended family members is being developed to help them give increased support to parents and children.

STAFF DEVELOPMENT:
Inservice training is provided during weekly staff meetings, special training sessions, meetings with consultants, and other periodic training activities.

SPECIAL FEATURES OF PROGRAM:
The FIT Project is based on the strategy of mobilizing, strengthening, and coordinating existing resources in rural areas, including families, allied professionals, and existing service agencies, in order to enhance the development of young mentally retarded children. Thus, in addition to the child and parent programs, an inservice training program is being developed for local allied professionals in rural communities to enable them to improve their services to the target population.

EARLY EDUCATION CURRICULUM AND FAMILY ASSISTANCE TRAINING PROGRAM FOR SEVERELY AND PROFOUNDLY RETARDED MULTIHANDICAPPED CHILDREN

FISCAL AGENCY: Austin Independent School District

ADDRESS: 910 E. St. Johns Ave.
Austin, Texas 78752

PHONE: 512/451-6539
YEAR OF FUNDING: Third

PROJECT STAFF: Aurelia Shiflet, Director; George Byars, Coordinator
Counseling Psychology Consultant, Home Occupational Therapist, Consulting Pediatrician, Curriculum Design Consultant, Home Teacher

CHARACTERISTICS OF TARGET POPULATION:
This project serves 3- to 8-year-olds diagnosed as severely/profoundly mentally retarded. All children have multiple handicaps.

PROGRAM FOR CHILDREN:
This project is part of a 5-year-old public school program serving severely and profoundly mentally retarded, multiply handicapped students. The major focus is to design a comprehensive curriculum sequence appropriate for this population. The curriculum addresses the following areas of instruction: Communication (Receptive, Expressive-Verbal, and Expressive-Nonverbal); Perceptual/Motor Integration; Self-Help; and Socialization. Approximately 1000 instructional objectives have been identified, task-analyzed, and written. These curriculum sequences are designed for classroom use and are being used in field-test sites in Texas.

MEASURES OF CHILD PROGRESS:
Vineland Social Maturity Scale, TARC Assessment, sensory motor integration, speech assessment, and curriculum-based assessment are repeated yearly. Curriculum, sensory motor, and speech are reassessed monthly for necessary program changes. Baseline assessments of specific behaviors are made as needed for special programs (baseline/probe method).

PROGRAM FOR PARENTS:
In addition to classroom services, all eligible families receive parent support services such as home teachers, PT/OT, medical counseling, psychological services, and basic social services. The major focus of the parent program is to facilitate generalization of skills learned at school to more natural settings.

STAFF DEVELOPMENT:
All staff receive formal ongoing training in the following areas: counseling techniques; applied behavior analysis; language development; neurological/motor development; curriculum usage; and classroom management.

SPECIAL FEATURES OF PROGRAM:
This project is a part of the Austin ISD Developmental Center which serves 100 students. The contact staff includes two supervisors, a counselor, a nurse, a psychologist, two PT's, two OT's, a speech therapist, two home teachers, 16 classroom teachers, and 30 teacher aides.

PROJECT FORSIGHT

FISCAL AGENCY: Governor's Coordinating Office for the Visually Handicapped

ADDRESS: 1100 W. 45th Street
Austin, Texas 78756

PHONE: 512/451-6491
YEAR OF FUNDING: Second

PROJECT STAFF: Lee W. Robinson, Director
3 Parent Consultants/Teachers, Communications Specialist (.5), Secretary

CHARACTERISTICS OF TARGET POPULATION:
This project serves children 0-8 years of age with a visual handicap and one or more additional handicaps from Austin and surrounding areas.

PROGRAM FOR CHILDREN:
Two kinds of instructional settings are used by the project. Home-based itinerant services provide assistance to parents and center-based instruction which assist professionals in the instruction of visually handicapped children. The Vision-Up Curriculum is used, which focuses on the areas of physical, fine motor, self-help skills, social-personal skills, language, and intellectual development. The curriculum is organized and based on the theories of intellectual development taught by Jean Piaget. Instructional techniques from a variety of learning theories are used to increase the rate of learning of developmentally sequenced concepts.

MEASURES OF CHILD PROGRESS:
An initial assessment of each child is completed using the Vision-Up profile chart. This chart is updated at each visit and instruction period with the family or at the center. Reassessment occurs at 6-month intervals. Other measures, such as the Denver Developmental Screening Test, Maxfield Buchholz Scale for Preschool Blind Children, and Callier Azusa, are used to correlate and verify progress.

PROGRAM FOR PARENTS:
Parent participation is required during the assessment process, and parents are asked to instruct their children under the supervision of the parent consultants/teachers. Parents remain part of the reassessment and reevaluation process on an ongoing basis. Parents serve on the project's advisory council as consumers. In addition a parents' group has been established to help other parents become active in the use and support of the project.

STAFF DEVELOPMENT:
Assessment of the needs of the staff is conducted by the project director and the project administrator. Workshops, university courses, and technical assistance agreements are used to meet the training needs of project staff.

SPECIAL FEATURES OF PROGRAM:
The Governor's Coordinating Office for the Visually Handicapped has as its main function to coordinate and maintain cooperative efforts among agencies in Texas. Because of the unique position of this office, Project ForSight has already become highly visible to agencies and consumers throughout the state.

THE HANDICAPPED EARLY CHILDHOOD ASSISTANCE PROJECT

FISCAL AGENCY: Cameron-Willacy Counties Community Project, Inc.

ADDRESS: 940 East Washington
Brownsville, Texas 78520

PHONE: 512/546-3161
YEAR OF FUNDING: Second

PROJECT STAFF: Pedro Grimaldo, Director; Mary Cavazos, Coordinator
4 Resource Aides, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Thirty-two preschool handicapped children (0-3) with varying handicapping conditions.

PROGRAM FOR CHILDREN:

Individual programs are developed for each child through the use of educational evaluator/consultants. Prescriptive plans are written in English and Spanish to fully adhere to the basic needs of the community. Of the children served, 100% are of Mexican/American heritage and over 70% of the parents speak and write only in Spanish.

MEASURES OF CHILD PROGRESS:

A number of testing procedures are used, including the Denver and Koontz. Each child is individually tested once every three months by a diagnostician. At this time a lesson plan is prepared for the child, based on his/her own developmental level. Thereafter, the child is seen once a week by the resource aide who works on a one-to-one basis with the child to develop his/her fullest potential.

PROGRAM FOR PARENTS:

Along with the training they receive in their homes, parents are provided with inservice training by the Red Cross, get-togethers with other parents for emotional support, and individual conferences pertaining to the development of their child.

STAFF DEVELOPMENT:

The present staff is very well qualified. All members attend childhood development classes once a week at Texas Southmost College. Training sessions are held every two weeks, to discuss individual cases and share experiences with one another. Staff also attend anatomy, physiology, and medical terminology classes. Many seminars pertaining to the project are attended by one or more staff in various parts of the country, when time permits.

SPECIAL FEATURES OF PROGRAM:

The program provides many services for the handicapped child. Underpriviledged children are provided free medical care, transportation to and from local doctors' offices, and travel expenses if the child requires treatment in and out of the area hospital. Also, on an emergency basis, the project offers food, diapers, and medicine.

PSYCHO-EDUCATIONAL TREATMENT OF AUTISTIC CHILDREN - DEMONSTRATION OF TEACHING CONCEPTS

FISCAL AGENCY: Child Study Center, Inc.

ADDRESS: 1300 West Lancaster
Fort Worth, Texas 76102

PHONE: 817/336-8611
YEAR OF FUNDING: First

PROJECT STAFF: Douglas O. Brady, Ph.D., Director, Sidney Cozby, Coordinator
Special Educator, Speech Pathologist, Parent Services Coordinator, Educational Diagnostician, Teacher Aide

CHARACTERISTICS OF TARGET POPULATION:
Five children (6 years of age and under) diagnosed as having infantile autism will be served.

PROGRAM FOR CHILDREN:
The children are enrolled in a self-contained classroom, five days per week for 3-hour sessions, receiving primarily one-to-one instruction from the special education teacher, teacher aide, and speech pathologist. Educational intervention strategies stress total communication to enhance language activities, sensorimotor development, and independent living skills.

MEASURES OF CHILD PROGRESS:
Ongoing behavioral measurements of child progress are recorded on a weekly basis. Teaching Makes a Difference by Anne Donnellan, the Behavioral Characteristics Progression, and the BRIAAC are used for assessment and curriculum development.

PROGRAM FOR PARENTS:
The five phases of the parent program include: (1) designing a system for making structured home observations; (2) structured observation of parent-child interaction in the home; (3) training in the fundamentals of operant conditioning and social exchange strategy; (4) structured observation in the home to determine generalization of parent instruction activities; and (5) a follow-up phase involving modification of appropriate parental behaviors.

STAFF DEVELOPMENT:
Weekly staff meetings are held for project review, and progress reports are given for the various project components. Inservice training includes attendance and participation in local, regional, and national workshops.

SPECIAL FEATURES OF PROGRAM:
The principle objective is to provide for the dissemination of knowledge about teaching autistic children to public school teachers in the Fort Worth Independent School District and surrounding areas.

THE DEMONSTRATION AND TRAINING CENTER FOR HANDICAPPED CHILDREN ENTERING CHILDHOOD EDUCATION CLASSES FROM INFANT TRAINING CENTERS

FISCAL AGENCY: Mental Health & Mental Retardation Authority of Harris Co.

ADDRESS: 2501 Dunston
P.O. Box 25381
Houston, Texas 77005

PHONE: 713/521-9584
YEAR OF FUNDING: First

PROJECT STAFF: Marlene Hollier, Director; Bonnie Atkinson, Coordinator
3 Educational Specialists, Dissemination Strategist, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Ten preschool (3-5) children with varying handicapping conditions who participated in MHMRA Infant Program.

PROGRAM FOR CHILDREN:

An individualized transitional curriculum has been developed which will address motor, language, cognitive, and self-help/socialization skills. The curricula focus on making the most efficient transition from the parent-oriented individualized weekly sessions utilized by most birth-to-three projects to the full- or half-day, daily group setting away from mother utilized by most early childhood programs.

MEASURES OF CHILD PROGRESS:

Children enter the program with an up-to-date Individual Program Plan. The IPP includes criterion-based assessment material developed by the Infant Parent Training Program of MHMRA. This data is gathered in the areas of motor, language, cognitive, and self-help/socialization skills. Additional instruments to be employed for monitoring child progress have not yet been identified.

PROGRAM FOR PARENTS:

During the last months of their child's participation in the MHMRA infant programs, the parental program components are activated. Emphasis is placed on assisting parents in learning the rights and resources available to their child in their LEA and the larger community and on assisting the parents in helping their child (and themselves) make the transition to the Early Childhood Programs.

STAFF DEVELOPMENT:

A staff training package, which will state in objective terms the gains in educational skills and attitudes to be achieved during the training period, has been assembled. Staff training resources and activities include consultants, site visits, and attendance at professional meetings and workshops when feasible.

SPECIAL FEATURES OF PROGRAM:

MHMRA of Harris County has developed the largest birth-to-three service delivery system in the country, currently serving approximately 250 high-risk or handicapped infants. This multidisciplinary approach will be developed by this agency and local participating school districts such as the Houston Independent School System.

FAMILY LINK I

FISCAL AGENCY: Texas Tech University Regional Training Office

ADDRESS: P.O. Box 4170
Lubbock, Texas 79409

PHONE: 806/742-3695
YEAR OF FUNDING: Second

PROJECT STAFF: Mary Tom Riley, Ed.D., Director
Coordinator/Community Liaison Specialist, 4 Home Service Aides

CHARACTERISTICS OF TARGET POPULATION:

Thirty preschool children (0-4) who exhibit one or more handicapping conditions, including mental retardation, hearing impairment, speech impairment, visual impairment, serious emotional disturbance, and health impairment. Children reside in mostly rural areas within a 10-county agricultural region, and the majority are Spanish-speaking only or bilingual.

PROGRAM FOR CHILDREN:

Children are provided with an individualized curriculum based on their present developmental levels. Support programs are developed consistent with the Portage model. Home teachers visit families on a weekly basis to bring activity sheets and to demonstrate tasks for parents. Programs are developed in the curricular areas of the Alpern-Boll assessment (i.e., physical development, self-help, social, academic, and communication). As many families are Spanish-speaking, there is a bilingual emphasis in the delivery of information and services.

MEASURES OF CHILD PROGRESS:

The Alpern-Boll Developmental Checklist is administered at the beginning of the program and again at 6-month intervals. The Portage Checklist is administered upon entrance into the program and is updated weekly as home visits are made. Standardized intelligence scales, behavioral checklists, or developmental measures are also administered as baseline and post-treatment measures.

PROGRAM FOR PARENTS:

As this is primarily a home-based program, parents receive extensive skills training. In addition to weekly visits in the home, Family Days are scheduled at 6-week intervals at the center. Cassette tapes, printed materials, and films are used to enhance their parenting skills and to further encourage their participation in the project. In addition, parents participate on the advisory council.

STAFF DEVELOPMENT:

Preservice training is provided for the direct service staff by the Regional Training Office, Portage Project, and ARVAC Homebased Training Program. Weekly staff meetings include additional information and/or special consultations to assist the staff in program implementation. TA is provided by WESTAR to meet specific needs or to improve techniques for working with specific handicapping conditions. Other consultants from the university community are also available, and an inservice curriculum for paraprofessionals serving handicapped children is being developed.

SPECIAL FEATURES OF PROGRAM:

Modifications of the Portage model are being implemented with a primarily Spanish-speaking population. Unique Family Link Albums combine several means for active parental input into the planning and implementing of individualized education plans. They also enhance parental knowledge and information, and provide a permanent, in-home directory and record of agency involvement.

COMPREHENSIVE INFANT INTERVENTION PROGRAM (CIIP)

FISCAL AGENCY: Edgewood ISD

ADDRESS: The Cardenas Center
3300 Ruiz
San Antonio, Texas 78228

PHONE: 512/436-0800

YEAR OF FUNDING: Third

PROJECT STAFF: Isaura D. Barrera, Director
2 Teachers, Teacher-Teen Coordinator, Social Worker, Secretary

CHARACTERISTICS OF TARGET POPULATION:

Preschool (0-3) children having a variety of handicapping conditions, mild to severe.

PROGRAM FOR CHILDREN:

The program has a home to center base continuum as its approach to serving children. The program provides language, motor, social, and perceptual-cognitive stimulation necessary for infants' development. Individualized prescriptive programs are conducted on a one-to-one basis by the core staff and by teen teachers. Children attend the classroom in the center for varying lengths of time and for varying numbers of days per week depending upon their individual needs. Occupational therapists and physical therapists are available to the staff for consultation. Small group teaching sessions are also conducted.

PROGRAM FOR PARENTS:

Home-based services to children are provided to certain families. Parents of all infants are provided with counseling and training in parenting skills as appropriate. Group parent meetings are scheduled regularly and parents often have an opportunity to serve in an advisory capacity to the project.

STAFF DEVELOPMENT:

A pre-posttest procedure for the staff is used to determine the skills and information required for staff development training. Training is conducted in child development as it relates to assessment and teaching in the diagnostic/prescriptive process. Staff meetings are scheduled monthly at which external consultants provide input. A resource center has been developed which includes a collection of professional materials.

CHESAPEAKE HOME INTERVENTION CLINICAL SCHOOL PROGRAM (CHICS)

FISCAL AGENCY: Chesapeake Public Schools, Pupil Personnel Services, Special Education Department

ADDRESS: 2107 E. Liberty Street
Chesapeake, Virginia 23324

PHONE: 804/545-3541

YEAR OF FUNDING: Second

PROJECT STAFF: W. A. Butler, Director; Genoa McPhatter, Coordinator/Staff Facilitator; Early Stimulation Specialist/Parent Coordinator; Language Specialist; Physical Therapist; Occupational Therapist; Curriculum Specialist

CHARACTERISTICS OF TARGET POPULATION:

The project serves 20 children (0-3) with one or more of these conditions: mental deficiency; neuromotor dysfunctions; minimal brain dysfunctions; low-birth weight; convulsive seizure disorders; communication disorders; visual and auditory disorders; and autistic, psychotic, and other disturbed behaviors.

PROGRAM FOR CHILDREN:

The learning environment is a clinical school-based setting in which the children receive physical, occupational, and/or speech therapy, with emphasis on diagnostic and remedial techniques. The curriculum design is comprehensive and individualized. The home intervention component involves teaching the parents to assess the child's needs, teach new skills, evaluate the progress of the child, and utilize educational materials to enhance the child's development.

MEASURES OF CHILD PROGRESS:

Each child in the program is measured for baseline performance. This consists of charting direct observational behavior and/or noting progress on the test instrument to pinpoint, in behavioral terms, each behavior to be treated. Instruments used include the LAP, Binet, Developmental Activity Screening Inventory, Virginia State Comprehensive Developmental Scale, Uzgiris and Hunt Ordinal Scale, REEL, Eli Language Test, Environmental Language Test, Goldman-Fristoe, EMI Developmental, Milani-Comparetti, and Sensory Motor Integration Scale.

PROGRAM FOR PARENTS:

The program includes thorough orientation to the program design and regular attendance at informative meetings. Each parent enrolled is required to participate directly in scheduled clinical activities at the clinical school. A lending library of toys and equipment associated with developmental stages is provided. A small mother-child group within the clinic allows mothers to exchange their ideas and experiences as well as to observe other children.

STAFF DEVELOPMENT:

Staff development activities include updating staff members about procedures within the program and the evaluation system utilized with each individual child. Personnel training objectives are reinforced through staff observation and participation in weekly interdisciplinary conferences, staff meetings, and cooperative enterprises with nearby programs.

SPECIAL FEATURES OF PROGRAM:

Local university students participate in the program as student teachers. Periodic observations by the students are also made.

EARLY INTERVENTION PROGRAM FOR EXCEPTIONAL CHILDREN

FISCAL AGENCY: Chesterfield County Public Schools

ADDRESS: 8610 Perrymont Road
Richmond, Virginia 23234

PHONE: 804/721-6035
YEAR OF FUNDING: Third

PROJECT STAFF: John Olson, Director
5 Preschool Teachers, Speech Therapist, Occupational Therapist (part-time), Physical Therapist (part-time), School Psychologist, 2 Classroom Aides

CHARACTERISTICS OF TARGET POPULATION:
The project serves 60 children (2-4) who exhibit significant developmental delays or handicapping conditions which may jeopardize their ability to succeed in a regular educational setting. The target population is drawn from Chesterfield County, Virginia.

PROGRAM FOR CHILDREN:
Children suspected of having a handicap are screened; a screening committee recommends further evaluations if indicated. Medical, psychological, sociocultural, and educational components are required in order to consider a child for placement. Related service evaluations are completed by the therapists when indicated. Service delivery, depending on the particular needs of the child, includes: (1) a home-based program of weekly one-hour visits; (2) a speech program carried out at home or at one of five centers throughout the county on a one-hour per week basis; (3) a small group program which meets three afternoons per week, plus a weekly home visit; or (4) a small group program which meets four mornings per week, with biweekly home visits.

MEASURES OF CHILD PROGRESS:
Measures which are administered prior to entering the program and at the end of the year include the PPVT, Developmental Test of Visual Motor Integration, LAP-D, and monitoring of specific objectives.

PROGRAM FOR PARENTS:
Each week new teaching activities appropriate for the particular child are observed and practiced by parents. Monthly group meetings focus on aspects of normal child development and special educational theory and techniques. Parents whose children have similar developmental disabilities are encouraged to meet with each other for support and advice.

STAFF DEVELOPMENT:
Inservice activities include conferences, meetings with consultants, technical assistance from TADS, use of a staff library, and access to the Technical Assistance Center at Virginia Commonwealth University. Staff meetings are scheduled on a biweekly basis.

A NONCATEGORICAL EARLY CHILDHOOD PROGRAM FOR HANDICAPPED CHILDREN

FISCAL AGENCY: Fairfax County Public Schools, Special Education Division

ADDRESS: 7101 Old Reeve Mill Road
Springfield, Virginia 22150

PHONE: 703/451-7140
YEAR OF FUNDING: Second

PROJECT STAFF: Patrick Thornton, Director
2 Program Development Teachers, Psychologist, Occupational Therapist, Physical Therapist

CHARACTERISTICS OF TARGET POPULATION:
The project serves children (2-8) who exhibit any mild to severe handicapping condition.

PROGRAM FOR CHILDREN:
Program goals include the integration of special education and regular elementary settings, the provision of a systematic approach to mainstreaming in schools, and the provision of a comprehensive program for two- to eight-year-olds in regular elementary classrooms. The program is primarily center-based, with the exception of the home-based program for two-year-olds.

MEASURES OF CHILD PROGRESS:
The McCarthy Scales and the Alpern-Boll are administered twice yearly.

PROGRAM FOR PARENTS:
The program for parents includes a weekly parent sharing group, monthly workshops for parents, quarterly workshops on curriculum, and home visits by staff teachers.

STAFF DEVELOPMENT:
Meetings for staff are held twice weekly, utilizing a multidisciplinary team approach. Planned training sessions and workshops are also conducted for staff.

HOME-BASED PRESCHOOL

FISCAL AGENCY: Ferndale School District

ADDRESS: P.O. Box 428
Ferndale, Washington 98248

PHONE: 206/384-0752
YEAR OF FUNDING: Second

PROJECT STAFF: Tyronne Knutson, Director (.50)
Coordinator, 4 Home Instructors, Communications Disorder Specialist (.50), consulting services of Special Education Staff

CHARACTERISTICS OF TARGET POPULATION:
Thirty-five to 40 children (3-8) in rural Whatcom County are provided educational services in the home setting. All handicapping conditions are served, with the exception of blind and deaf. Parents are an integral part of the teaching process.

PROGRAM FOR CHILDREN:
The program is designed to increase cognitive, self-help, perceptual motor, social, and language skills, and behavior problems, through parent teaching and management skills. An individualized education program is developed by a multidisciplinary team with parent participation. Home instructors work on a one-to-one basis with the child in the home one hour a week, while the parent observes and models the lesson. Specific activities are left with the parent to carry out at least 10 minutes daily. Supplementary services are provided by community agencies in the area.

MEASURE OF CHILD PROGRESS:
The Alpern Boll Developmental Profile is administered initially as a screening device and pretest. The McCarthy Scale of Children's Abilities is used as a pre- and posttest on a yearly basis. The Vocabulary Comprehension Scale is administered when the child enters the program at 6-month intervals to provide a cumulative indicator of child progress in the area of language. Random language samples are tape recorded on a pre and post basis each six months. The Preschool Profile is used as a yearly pre and post measure to graphically display child progress to parents.

PROGRAM FOR PARENTS:
Teaching parents to teach their children to learn specific techniques and behavior management is the role of the home instructor. An individualized parent program is developed based upon a parent needs assessment. Evening group meetings with involvement of both parents are held throughout the year.

STAFF DEVELOPMENT:
Weekly staff meetings provide inservice training in all components of the program. Technical assistance is provided and shared with all staff of the special services section. Community agencies provide the opportunity for training and interaction.

SPECIAL FEATURES OF THE PROGRAM:
Coordination of education services with regular preschools and public schools is an ongoing process carried on by the project staff to insure developmental continuity in the child's educational program.

THE MODEL PRESCHOOL PROJECT

FISCAL AGENCY: Educational Service District #101

ADDRESS: Special Education Section
W. 1025 Indiana
Spokane, Washington 99205

PHONE: 509/456-7086
YEAR OF FUNDING: First

PROJECT STAFF: Steve Myers, Director
Psychologist, Teachers, Physical Therapist, Speech Therapists, Occupational Therapist, Aides

CHARACTERISTICS OF TARGET POPULATION:
Twenty-one handicapped children, ages 0-5, are served. Primary focus is on children with Down's syndrome or moderate to severe mental retardation.

PROGRAM FOR CHILDREN:
The educational program replicates the University of Washington's Model Preschool Center for Handicapped Children. The infant learning program is conducted for parents and children during a weekly 30-minute session. Early, intermediate, and advance preschool and kindergarten levels are combined into a single integrated preschool program meeting four hours daily.

MEASURES OF CHILD PROGRESS:
Primary instrument is the Down's Syndrome Performance Inventory which is administered on initial intake and reviewed quarterly.

PROGRAM FOR PARENTS:
Parents are trained to set goals for children, to supplement the implementation of the IEP by conducting home programs, and to work in classrooms as aides. They are involved in all aspects of decision-making for their child's program.

STAFF DEVELOPMENT:
Project staff receive inservice training from the University of Washington's Model Preschool Center. Major emphases are the Down's Syndrome Performance Inventory, specific programming ideas, and teaching strategies. Monthly inservice sessions will be offered. Professors from area colleges have expressed interest in using the demonstration classrooms as practicum sites for their students.

FAMILY AND INFANT LEARNING PROGRAM

FISCAL AGENCY: Valley Comprehensive Community Mental Health Center

ADDRESS: 603 E. Brockway Avenue
Morgantown, West Virginia 26505

PHONE: 304/296-1731
YEAR OF FUNDING: Third

PROJECT STAFF: Mimmie Byrne, Director
Learning Specialist, 2 Home Trainers

CHARACTERISTICS OF TARGET POPULATION:

The project serves 35 children (0-3) including the developmentally delayed, trainable mentally retarded, educable mentally retarded, visually handicapped, speech-impaired, other health-impaired, and multi-handicapped.

PROGRAM FOR CHILDREN:

Project staff determines each child's IEP based on assessment results. Training occurs in the home on a weekly basis. Ancillary services are provided through other community agencies.

MEASURES OF CHILD PROGRESS:

The LAP-I and the Bayley Scales are administered upon enrollment, after four months in the program, and every six months thereafter.

PROGRAM FOR PARENTS:

Parents assume primary responsibility for training of the child. During weekly home visits, home trainers focus on specific developmental activities for the child, counseling regarding acceptance of the handicapping conditions, and knowledge about child development and handicapping conditions. Parents are evaluated on their teaching skills at the same intervals of the child assessments. The project has developed a checklist to measure skills and a manual to assist in teaching the skills.

STAFF DEVELOPMENT:

Staff inservice training consists of workshops, course work, seminars, consultations, and visits to regional demonstration programs. Inservice activities cover a broad range of topics, including psychiatric evaluation, nutrition and behavior, the cleft-palate child, infant stimulation, preschool learning, family therapy, seizures, social skills training, and the use of diagnostic and management systems. In addition, project staff provides training to mental health personnel on infant stimulation, the use of the Bayley, behavior management, and other requested topics.

REMEDIAL EARLY EDUCATION FOR CHILDREN WITH HANDICAPS (REECH)

FISCAL AGENCY: Monroe County (West Virginia) Board of Education

ADDRESS: P.O. Box 330
Union, West Virginia 24938

PHONE: 304/772-3094
YEAR OF FUNDING: Second

PROJECT STAFF: Henry F. Lynn, Director/Psychologist
Developmental Specialist, Home-based Trainers, Child-Family Advocate, 3 Developmental Aides, 5 Early Childhood Education Teachers, 3 Speech and Hearing Clinicians, School Nurse

CHARACTERISTICS OF TARGET POPULATION:

REECH serves 63 Appalachian children (3-7) in Head Start, kindergarten, transitional first grade, and home-based placements. All children are handicapped or potentially handicapped.

PROGRAM FOR CHILDREN:

Handicapped children are served on a total mainstreaming program which is both home- and school-based. Three- and four-year-old children are served by a home trainer who utilizes precision teaching techniques and parent instruction to fulfill the objectives of IEPs, based on assessment with the LAP, the McCarthy Scales, and the Test of Language Development. Older children (5-6) receive center- and home-based training to meet developmental needs assessed by the LAP, as well as school readiness needs. Training in centers is done by a developmental specialist and aides, as well as others.

MEASURES OF CHILD PROGRESS:

The Test of Language Development is administered as a pretest for diagnostic purposes. The McCarthy Scales and the Arizona Articulation Proficiency Scale are administered annually as pre-post instruments. The LAP is used as an ongoing assessment, with developmental levels calculated three times a year.

PROGRAM FOR PARENTS:

Parents are provided with individual programs to meet needs identified by the administration of the Developmental Parenting Skills Profile, an instrument being developed by the project which assesses parent needs in the areas of interpersonal interaction, knowledge of child development, utilization of community resources, school readiness training techniques, and precision teaching techniques for home training of handicapped children. Individual Parenting Plans are written for each parent identified as having individual training needs. In addition, group parent classes are offered.

STAFF DEVELOPMENT:

Paraprofessionals are provided training on an ongoing basis. Professional staff receive ongoing training at weekly staff meetings. In addition, a college-level course on teaching young handicapped children is offered in the schools for project staff, parents, and other interested persons.

SPECIAL FEATURES OF PROGRAM:

Project REECH functions completely within the existing facilities of a low-income rural school district, and children are served in totally mainstreamed settings. Annual cost per child for intervention services was only $1,100 during the first year of operation.

WYOMING INFANT STIMULATION PROGRAM (PROJECT WISP)

FISCAL AGENCY: University of Wyoming

ADDRESS: Box 3224
University Station
Laramie, Wyoming 82071

PHONE: 307/766-6145
YEAR OF FUNDING: Third

PROJECT STAFF: Janis A. Jelinek, Director
Coordinator, 2 Teachers (1 O.T.), Physical Therapist, Speech Pathologist, Parent Coordinator (Social Worker), Teacher Aide

CHARACTERISTICS OF TARGET POPULATION:

The project serves 95 children (ages birth to 3) in a home-based or combination center/home-based program. All categories of handicapping conditions, ranging from moderate to severe, are served. Parents and graduate students representing several disciplines participate in the program as classroom volunteers.

PROGRAM FOR CHILDREN:

The classroom program operates five days a week. Home visits are conducted once a week. The focus of the home-based-only program (0-18 mo.) is training the parent/caretaker as the child's primary programmer. The emphasis of the center/home-based follow-up program (18 mo.-3 yrs.) is to provide parents with activities to reinforce their child's in-center learning experiences. The basic theoretical approach is developmental/prescriptive. Individualized developmental programs are provided in eight curricular areas. Auxillary services are provided by project consultants and community agencies.

MEASURES OF CHILD PROGRESS:

The SEED Developmental Profile is administered as a pretest, midyear, and posttest instrument. The Bayley Scales of Infant Development are administered as a pre and post instrument. (An otoscopic examination, impedance screening, and sound-field testing are accomplished. In addition, a physical examination by the child's attending physician, with any contraindications stated, is required.)

PROGRAM FOR PARENTS:

As children enter the program, their parents' needs are assessed by the parent coordinator and an Individual Parent Plan written based on these needs. Parent activities include (1) monthly evening parent meetings, (2) weekly morning mother's meetings, (3) weekly home-visits, (4) classroom volunteers, and (5) other specialized activities to meet individual parent needs.

STAFF DEVELOPMENT:

Inservice training focuses on a competency guide developed by the project coordinator. These competencies relate to general program management and public relations. These competencies are developed via direct inservice training and/or on-the-job training. Needs are also assessed to determine individual needs for specific specialized training.

SPECIAL FEATURES OF PROGRAM:

The program has been replicated in 10 centers throughout Wyoming. Twice monthly workshops, which focus on aspects of normal development, are held for community parents.

RURAL INFANT STIMULATION ENVIRONMENT OUTREACH ASSISTANCE

FISCAL AGENCY: University of Alabama

ADDRESS: P.O. Box 2592
Area of Special Education
University, Alabama 35486

PHONE: 205/348-7340
205/348-7931

PROJECT STAFF: Loretta Holder, Director
Motor Specialist, Speech/Language Specialist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Federal funds

MAJOR PURPOSES:

The major purpose is to provide a comprehensive program of assistance to public schools and child care centers serving the multi-handicapped in Alabama. The nature of the services includes individual educational assessment and program planning in the areas of sensory-motor development and pre-speech and feeding skills.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 300
- Number of sites stimulated: 31
- The project has been responsible for the dissemination of the following materials:
  - "Development and Physical Management of the Multi-Disabled Child" (training manual)
  - "Talking Time is All the Time: A Speech and Language Guide for Parents" (training manual)
  - RISE computerized curriculum

JDRP-APPROVED AS OF JANUARY 1, 1979: No

DEAL -- AN EARLY EDUCATION OUTREACH PROJECT

FISCAL AGENCY: Los Angeles Unified School District

ADDRESS: Salvin School
1925 Budlong Avenue
Los Angeles, California 90007

PHONE: 213/731-7664

PROJECT STAFF: Patrick F. Estes, Director
2 Coordinators, Consultant

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Los Angeles Unified School District, Foundation for Early Education, Head Start

MAJOR PURPOSES:

The reverse mainstream model provides for the integration of children with varying degrees of handicapping conditions (from severe to mild) with nonhandicapped children in a public school. This center serves as a demonstration and training site. The principal objective of the Outreach Project is to provide services to children by replicating all (or parts) of the model. DEAL (Dual Educational Approach to Learning) offers both an open-structured classroom environment called the Option Period, and a teacher-selected plan of instruction called the Formal Period.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 1200
- Number of sites stimulated: 872
- From September 1974 to January 1979, 1200 teachers, parents and other staff members from 32 Head Start agencies, 86 public school children's centers, 12 public special education schools, 3 parent/child centers, and 25 regular public and private schools attended one-week training session offering two university semester credits.
- One-day inservice programs for 750 teachers called the "Saturday Option Time" for college credit.
- Weekly and special morning orientation programs for 800 persons.
- Replication of the model components have been developed in at least 872 sites serving approximately 9,000 children.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

CIRCLE PRESCHOOL OUTREACH: ASSISTING EARLY EDUCATION CENTERS TO SERVE EXCEPTIONAL CHILDREN

FISCAL AGENCY: Alpha Plus Corporation dba Circle Preschool

ADDRESS: 9 Lake Avenue
Piedmont, California 94611

PHONE: 415/655-0633

PROJECT STAFF: Jack Hailey, Director
4 Consultants

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Alameda County Mental Health Department, local school districts, Regional Center of the East Bay (D.D.), State Department of Education State Preschool Program, local foundation grants, Oakland Head Start

MAJOR PURPOSES:

- To assist day care and preschool programs to replicate Circle's mainstreaming model.
- To serve as a demonstration site exemplifying an approach to mainstreaming.
- To develop and disseminate materials (assessment, curriculum, staff development) which will assist teachers in the education of young exceptional children.
- To work closely with the California First Chance Consortium to improve the state's programs for young exceptional children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 300 to 465 (full model training to partial model training since 7/76)
- Number of sites stimulated: 45
- In October, 1978, we began a series of 14 3-day training sessions on site. During each session, we work with teams from two districts from outside the Bay area.
- About 1000 copies of the Live Oak Curriculum distributed throughout the country.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

EARLY ON PROGRAM -- BEHAVIORAL ASSESSMENT AND EDUCATIONAL PLANNING FOR MULTI-HANDICAPPED CHILDREN

FISCAL AGENCY: San Diego State University Foundation

ADRESS: 5300 Campanile Ave.
San Diego, California 92182

PHONE: 714/286-6974

PROJECT STAFF: Richard Brady, Coordinator
2 Program Specialists

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Replication sites are operated with local school district funds.

MAJOR PURPOSES:

- To develop exemplary procedures for delivering quality educational programs to young multihandicapped children and their families.
- To increase the number of severely, profoundly, and multiply handicapped children receiving services through the EARLY ON model.
- To provide technical assistance, training and materials to agencies currently serving or preparing to serve handicapped children in home and school based programs.

ACCOMPLISHMENTS TO JANUARY 1, 1979::

- During the period from July 1, 1978 to January 1, 1979, approximately 100 preservice and inservice personnel received intensive training in the EARLY ON Instructional Management System.
- Seven state-funded replication sites are currently in operation.
- Various training materials have been developed, including a Diagnostic Teacher's Handbook, a Parent Training Manual, and self-instructional program training modules.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

EARLY CHILDHOOD EDUCATION AND HOME INTERVENTION OUTREACH (ECEHIO)

FISCAL AGENCY: San Luis Valley Board of Cooperative Services

ADDRESS: 22nd and San Juan
Alamosa, Colorado 81101

PHONE: 303/589-2536

PROJECT STAFF: Shelley Griffee, Director
Coordinator

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Local contribution from member school districts.

MAJOR PURPOSES:

- To facilitate increased services to preschool handicapped and high-risk children in the state of Colorado.
- To develop an effective model for delivery of outreach services.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- As member of State BEH Consortium, submitted and received the State Training grant for the 10 94-142 state early education model sites. The grant was submitted by the consortium and granted to the consortium. This will involve individualized training for a total of 30 model site staff across the state (10 early childhood specialists, 10 psychologists, and 10 social workers).

JDRP-APPROVED AS OF JANUARY 1, 1979: No

INCLASS REACTIVE LANGUAGE (INREAL) OUTREACH

FISCAL AGENCY: University of Colorado

ADDRESS: Dept. of CDSS
934 Broadway
Boulder, Colorado 80309

PHONE: 303/492-8727

PROJECT STAFF: Rita S. Weiss, Director
Coordinator-trainer, Trainer

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: University of Colorado and four school districts in Colorado.

MAJOR PURPOSES:

The purpose of INREAL Outreach is to provide inservice and preservice training and technical assistance to: (1) school districts contracted to continue the INREAL demonstration model and school districts intending to replicate the INREAL demonstration model; and (2) colleges and universities seeking to adopt the INREAL model for training of early childhood speech/language specialists. Inservice technical assistance includes hands-on consultations and workshops. Preservice technical assistance includes on-site use of personnel, materials, data and demonstration sites.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 996
- Number of sites stimulated: 40
- Number of handicapped children receiving new and improved services: 4,349

JDRP-APPROVED AS OF JANUARY 1, 1979: No

RUTLAND CENTER-DEVELOPMENTAL THERAPY TECHNICAL ASSISTANCE OFFICE

FISCAL AGENCY: University of Georgia

ADDRESS: 698 Pope Street
Athens, Georgia 30601

PHONE: 404/542-6076

PROJECT STAFF: Anthony Beardsley, Director
2 Training Associates

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: State Department of Education

MAJOR PURPOSES:

This project focuses on stimulating increased, specialized, high-quality services to seriously emotionally disturbed and other handicapped preschool children (ages 2-8) and their parents and teachers. Technical assistance is offered to selected target audiences, agencies, and individuals to facilitate the utilization of the Rutland Center Developmental Therapy Model.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: over 700
- Number of sites stimulated: 46
- For each BEH/HCEEP dollar invested in this project in FY 1978, a return of at least ten program dollars was realized in model utilization sites for handicapped children.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

TRAINING IN EARLY EDUCATION FOR CHILDREN WITH HANDICAPS (TEECH)

FISCAL AGENCY: University of Hawaii, School of Public Health

ADDRESS: Biomed C105M
1960 East West Road
Honolulu, Hawaii 96822

PHONE: 808/948-7265

PROJECT STAFF: Setsu Furuno, Director
Teacher/Coordinator, Physical Therapist, Psychologist, Speech Pathologist, Occupational Therapist, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Demonstration project assimilated by Sultan Easter Seal Society of Hawaii.

MAJOR PURPOSES:

- The major purpose is to train special educators, educational assistants, and therapy personnel in their work with children who are severely multiply handicapped, severely mentally retarded, or of preschool age with special needs, through a cooperative arrangement with the State Department of Education.

- Other goals are to complete revision of the Hawaii Early Learning Profile and Activity Guide for publication and to complete a training manual covering training methods and materials used in the workshops presented by the Outreach team. The focus of Outreach during the first two years was training of staff working with infants and preschool children with handicaps.

ACCOMPLISHMENTS TO JANUARY 1, 1979 (from July 1978):

- Number of people trained: 31 in first workshop for Department of Education personnel--includes 4 all-day workshops, 6 three-hour mini-workshops limited to 15 participants on special topics based on needs assessment, and classroom visits (50 registered).

- Number of sites stimulated (since end of Demonstration): 12 infant programs for handicapped throughout the state under Dept. of Health, Easter Seal and HARC Auspices.

- Revision of Hawaii Early Learning Profile and Activity Guide for publication and to be ready for distribution September 1979.

- Collection and tabulation of data from infant programs.

- Two slide/tape shows on writing specific behavior objectives have been revised and completed. Two slide/tape shows covering positioning and handling and occupational therapy skills development.

- Collaboration with Resource Access Project of the Pacific (RAPP).

- Workshop held in October 1978, for 21 teachers, administrators, and support staff at the Waianae Coast Day Care Center working with handicapped children in its normal preschool.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PROJECT VISION UP

FISCAL AGENCY: Idaho Association for Retarded Citizens

ADDRESS: 1134 N. Orchard
Suite 19
Boise, Idaho 83704

PHONE: 208/377-1643

PROJECT STAFF: Noel B. Croft, Director
4 Technical Assistants (ea. .25 FTE), Secretary (.85 FTE)

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Idaho State School for the Deaf and the Blind

MAJOR PURPOSES:

Inservice training to a minimum of 500 persons in the process of using the Project Vision Up Curriculum. The Vision Up Curriculum is a combination assessment tool and developmental curriculum for preschool children 0-6 years of age. Based on Piagetian theory, it is remedial as well as preventive in its approach and is appropriate for use with all exceptional children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 14,020
- Number of sites stimulated: 785
- Vision-Up News, a newsletter with a circulation of 7,000.
- Assisted in program development in 32 states.
- Presently conducting research on behavior patterns of preschool blind children.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

MACOMB 0-3 REGIONAL PROJECT

FISCAL AGENCY: Western Illinois University

ADDRESS: 27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

PHONE: 309/298-1634

PROJECT STAFF: Patricia Hutinger, Director; Nancy McKee, Coordinator; 2 Trainer/Replicators; Evaluator; A-V Technical Assistant

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Department of Mental Health/Developmental Disabilities, State of Illinois (McDonough County Rehabilitation Center and Community Workshop and Training Center, Inc.--Fulton County)

MAJOR PURPOSES:

The major objectives of the Outreach Project are twofold: (1) to increase high quality specialized services in rural areas to handicapped and high-risk children from birth to 6 years of age and their parents; (2) to develop an effective Outreach model for rural communities using selected components or the complete model demonstrated by the Macomb 0-3 Regional Project. Meeting the major objectives will result in an increase in the number of programs for young children in rural areas, further development of materials and curriculum, and a higher quality of intervention delivery strategies. Objectives are being met by provision of general awareness activities, personnel training to target area agencies, consultation services, participation in the Illinois BEH/LOE Consortium, development of new products, and stimulation of replication sites.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 171
- Number of sites stimulated: 8 (4 still in negotiation phase)
- General awareness presentations, newspaper articles, radio and TV interviews, articles in professional journals, visitors to the project, production of videotapes, slide/tapes, and model training manual, availability of dissemination materials (Baby Buggy papers and books) on topics of concern to parent/infant educators.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PROJECT RHISE/OUTREACH

FISCAL AGENCY: Children's Development Center

ADDRESS: 650 North Main Street
Rockford, Illinois 61103

PHONE: 815/965-6766

PROJECT STAFF: Stephen E. Guedet, Director
Training Coordinator--Children's Program, Training Coordinator--Parent Program, Community Relations Coordinator, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Illinois Department of Mental Health, United Way, sliding scale fees.

MAJOR PURPOSES:

Project RHISE/Outreach focuses on the development of comprehensive programs for handicapped infants (ages birth to 3 years) through the provision of training and technical assistance. The service delivery approach is adaptable to both home-based and center-based sites and includes a consultancy approach for serving children and a parent-to-parent approach for serving parents. In addition a strong organizational framework and good community relations are stressed. Also, the Project outreach efforts address short-term training, product dissemination and distribution, stimulating increased state involvement, increasing community awareness, and other consultative assistance.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 15 at established sites through long-term training.
- Number of sites stimulated: 5 as part of a regionally coordinated system with continuation/demonstration site.
- Short-term workshops and presentations.
- Distribution of Project-developed materials and products.
- Coordination/collaboration with programs and agencies.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

SCHAUMBURG EARLY EDUCATION CENTER (OUTREACH)

FISCAL AGENCY: Community Consolidated School District #54

ADDRESS: 524 E. Schaumburg Rd.
Schaumburg, Illinois 60194

PHONE: 312/885-6700

PROJECT STAFF: Sandra Taenzer, Director
8 Teacher Facilitators, 8 Teacher Aides, 2 Psychologists (.50 FTE), Nurse (.50), 3 Language/Speech Therapists, Parent Involvement Coordinator, Consultants, Secretary (1.5).

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Community Consolidated District #54 (reinbursement mandate by State of Illinois Legislature)

MAJOR PURPOSES:

- To present a model of interdisciplinary functioning useful for public school early childhood programs.
- To present and model a language intervention approach that utilizes natural context of childhood rather than traditional therapy models.
- To present and delineate classroom intervention strategies based on a Piagetian framework.
- To assist professional staff in developing role model and styles of intervention consistent with a Piagetian framework.
- To demonstrate classroom environments that utilize interest centers and provide a variety of equipment and materials that enhance children's play activities.
- To present a variety of behavioral intervention strategies consistent with Piagetian framework.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 2,000
- Number of sites stimulated: 6
- Statewide impact in five states.
- Development of assessment model based on Piagetian perspective.
- Model of interdisciplinary functioning for professional staff.
- Development of language intervention model based on a natural context environment.
- Develop teacher facilitation role consistent with a Piagetian perspective.
- Model classroom structure based on natural context intervention.

JDRP-APPROVED AS OF JANUARY 1, 1979: Application in process.

A MODEL FOR RETRIEVAL AND ACCELERATION OF PROMISING YOUNG HANDICAPPED AND TALENTED (RAPYHT)

FISCAL AGENCY: Institute for Child Behavior and Development

ADDRESS: University of Illinois
Urbana, Illinois 61801

PHONE: 217/333-4890

PROJECT STAFF: Merle B. Karnes, Director
Assistant Director, Evaluator

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Joint agreement between Rural Champaign County Educational Cooperative and University of Illinois

MAJOR PURPOSES:

- To train selected special education personnel to screen, assess, and provide educational services for gifted handicapped preschool children.
- To facilitate awareness and disseminate materials in order to provide improved services for gifted/talented handicapped children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 170
- Number of sites stiumlated: 26
- More than 4,800 materials explaining the RAPYHT Model have been mailed to 368 individuals in 47 states.
- A total of 456 visitors have observed the demonstration classrooms.
- A total of 35 workshops have been conducted throughout the U.S. with more than 2,400 people having participated.
- A total of 3,875 materials explaining the RAPYHT Model have been distributed through workshops and at the University of Illinois.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PRECISE EARLY EDUCATION FOR CHILDREN WITH HANDICAPS (PEECH PROJECT)

FISCAL AGENCY: Institute for Child Behavior and Development

ADDRESS: University of Illinois
Urbana, Illinois 61801

PHONE: 217/333-4890

PROJECT STAFF: Merle B. Karnes, Director; Anna Marie Bergman, Assistant Director; 3 Replication Specialists

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Joint agreement between Rural Champaign County Educational Cooperative and University of Illinois

MAJOR PURPOSES:

- To train site personnel in the procedures for developing, implementing, and demonstrating a model early education program for preschool handicapped children.

- To prepare and disseminate materials to assist early childhood personnel in the education of handicapped children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 140

- Number of sites stimulated: 27

- More than 4,500 materials explaining the PEECH Model have been mailed to 350 individuals in 50 states and 4 foreign countries.

- A total of 352 visitors have observed the demonstration classrooms.

- A total of 40 workshops have been conducted throughout the U.S. More than 2,600 people have participated.

- A total of 7,432 materials in early childhood education have been distributed through workshops and at the University of Illinois.

- Replication sites have conducted 40 workshops explaining the PEECH Model.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

FACILITATIVE ENVIRONMENTS ENCOURAGING DEVELOPMENT (FEED)

FISCAL AGENCY: Institute for Child Study, Indiana University

ADDRESS: 10th and Bypass 46
Bloomington, Indiana 47401

PHONE: 812/337-1732

PROJECT STAFF: Nicholas Anastasiow, Director
Assistant Director, 3 Field Coordinators, Research & Evaluation Coordinator, Administrative Assistant

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Bureau of Education for the Handicapped

MAJOR PURPOSES:

FEED is a middle-grade (seventh and eighth grade) curriculum experience that focuses on assisting young people to learn, before they become parents, about child growth and the development of infants and preschoolers. The program includes both in-school and out-of-school practicum settings where young people encounter direct experiences with normal and handicapped infants and preschoolers, doctors, nurses, aides, teachers, and assorted personnel. The program was designed to teach young people that infants are much more competent at birth than most people believe and that the quality of care provided during the first days and months of the infant's life do much to facilitate or hamper the child's development.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 60
- Number of sites stimulated: 8

JDRP-APPROVED AS OF JANUARY 1, 1979: No

HOME LEARNING CENTER FOR HEARING IMPAIRED CHILDREN AND THEIR PARENTS

FISCAL AGENCY: Ball State University

ADDRESS: Home Learning Center
Ball State University
Muncie, Indiana 47306

PHONE: 317/285-4940

PROJECT STAFF: Emily Wallace, Director
Project Coordinator, Pediatric Audiologist, Parent Advisor, Clerk-Typist, 2 Student Aides

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Ball State University

MAJOR PURPOSES:

The program is comprised of three essential elements: (1) early childhood education for hearing-impaired children, ages birth to five years, and their parents; (2) the integration of hearing-impaired children and their peers with normal hearing; and (3) the provision of demonstration and training services for prospective teachers of the hearing impaired.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 700
- Number of sites stimulated: 2
- Project accomplishments include the production of a 185-page inservice training manual and 40 videotapes used for parent and teacher training. The tapes deal with such topics as audiological management, parent involvement, and mainstreaming. Workshops are being planned in conjunction with the Indiana SIG, the regional Head Start Program, and the Indiana Day Care Office.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

LOUISIANA OUTREACH PROJECT FOR PRESCHOOL HANDICAPPED CHILDREN

FISCAL AGENCY: Lincoln Parish Schools

ADDRESS: Lincoln Center
Arlington St.
Ruston, Louisiana 71270

PHONE: 318/255-6071

PROJECT STAFF: Gertrude Simonton, Director
4 Teachers, Teacher Trainer, Speech Therapist (.20 FTE), 4 Aides, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State and local public schools

MAJOR PURPOSES:
- Disseminate the model.
- Provide training to selected target audiences in Louisiana.
- Collaborate with universities to provide coursework.

ACCOMPLISHMENTS TO JANUARY 1, 1979:
- Number of people trained: 30
- Number of sites stimulated: 4
- Served as practicum site for local university.
- Helped to design and teach early childhood special education courses at local university.
- Acted as consultants to regional and statewide workshops.
- Co-sponsored a workshop with the State Department in early childhood special education.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PROJECT MAINE STREAM OUTREACH

FISCAL AGENCY: Maine School Administrative District #51

ADDRESS: P.O. Box 25
Cumberland, Maine 04021

PHONE: 207/829-5541

PROJECT STAFF: Barbara Berkovich, Director
Early Childhood Specialist, Demonstration Site and Resource Coordinator, Secretary/Bookkeeper, Consultants (Administration, Speech Pathology, Occupational Therapy, and Graphics

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Maine School Administrative District #51

MAJOR PURPOSES:

The Project Maine Stream demonstration model is based on the philosophy that critical therapeutic early intervention allows handicapped children to enter the educational mainstream. The model is based on developmental theory with strong components for promoting early language and sensory motor development. The target area for Project Maine Stream Outreach is Cumberland County, Maine, including urban, rural, and island populations. Project goals are: (1) to provide program assistance and demonstration site activities for expanding services to young children with special needs; (2) to assist preschools and kindergartens with serving handicapped children; (3) to provide inservice training and resource materials; and (4) to develop products supporting program activities.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 1,623
- Number of sites stimulated: 45
- Products include:
  - Eight books (1,524 copies disseminated)
  - Four slide-tape presentations (40 produced, 20 rented)
  - Quarterly newsletter with a mailing list of 2,200
  - Our Schools, an information handbook for SAD 51, produced for two project years and sent to 2,500 residents
  - Collaboration with 22 agencies, First Chance Projects, and associations to advocate for young handicapped children
  - Two seminars and two institutes
  - Awareness activities (including workshops and displays at conferences) for parents, educators, health professionals, and others.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PROJECT HELP ME/OUTREACH

FISCAL AGENCY: Waterville (Maine) Board of Education

ADDRESS: Waterville High School
Brooklyn Avenue
Waterville, Maine 04901

PHONE: 207/873-2751, ext. 62

PROJECT STAFF: Cheri Hurst Allen, Director
Teacher Trainers (2.5), Media/Information Disseminator (.50), Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Waterville Board of Education

MAJOR PURPOSES:

The major purposes of Project HELP ME/Outreach are: (1) to provide training and consultation for existing programs (preschool through grade three) to increase staff ability and willingness to work with handicapped children; (2) to provide technical assistance and staff training, to encourage the adoption of various components of the PHM model into existing programs, and to encourage adoption of the entire PHM model at such time as state legislation enables LEAs to institute such programs; (3) to work on the state level to coordinate available services to preschoolers with handicaps, and to work for changes in state legislation which would help to fund more and better services for handicapped preschoolers; and (4) to collect and make available to Maine educators existing materials in the field of early education for the handicapped and to develop materials where there are gaps.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 545 (since September, 1976)
- Number of sites stimulated: Six replications of model components and 22 partial replications between 1976 and 1978
- Follow-up consultative services to 18 teachers serving children from the model demonstration classroom
- Individual consultative services to 21 preschool through third grade teachers concerning handicapped students in their classrooms
- Nine workshops, involving 120 teachers, concerning various topics of concern to teachers with handicapped students
- A 45-hour university credit course offered to 16 teachers (entitled "Emotional Problems of Exceptional Children") and delivered to local Head Start and day care personnel
- Monthly meetings of 19 local nursery school teachers concerning common problems and concerns relating to handicapped children
- Collection of resource materials concerning early childhood and special education and dissemination to teachers

JDRP-APPROVED AS OF JANUARY 1, 1979: No

OUTREACH-BALTIMORE EARLY CHILDHOOD LEARNING CONTINUUM

FISCAL AGENCY: Baltimore City Public Schools

ADDRESS: Division for Exceptional Children PHONE: 301/396-6997
2300 N. Calvert Street
Baltimore, Maryland 21218

PROJECT STAFF: Jane C. Birckhead, Director
Educational Specialist, 2 Outreach Disseminators, Media Specialist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: HCEEP (Title VI - Education of the Handicapped, Part C, Section 623, P.L. 91-230), Grant Number G007700709)

MAJOR PURPOSES:

- To establish a minimum of twelve contracts to be fulfilled by target agency schools.
- To screen kindergarten and first grade children in target schools.
- To provide staff training at target schools.
- To develop a continuum of curriculum materials.
- To analyze needs and resources of individual schools to help facilitate the provision of services to handicapped children.
- To increase parent awareness and involvement in the educational process for handicapped children.
- To develop a school screening mechanism for children to receive specialized help within the general classroom.
- To assist schools in the provision of services to handicapped children in compliance with the provisions of P.L. 94-142.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 200
- Number of sites stimulated: 10
- Project activities include dissemination of project information, screening and identification efforts, staff participation in media activities, continuation of demonstration sites, and direct consultation to early childhood teachers to facilitate intervention for handicapped children.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

ERIN OUTREACH PROGRAM

FISCAL AGENCY: Early Intervention/Recognition Network

ADDRESS: 376 Bridge Street
Dedham, Massachusetts 02026

PHONE: 617/329-5529

PROJECT STAFF: Marian L. Hainsworth, Director
Evaluation/Dissemination Specialist, Training Support Specialist, 3 Training Support Assistants

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Local public school funds

MAJOR PURPOSES:

A major goal of ERIN Outreach is to stimulate services in mainstreamed early childhood and elementary school sites, as well as in specialized early childhood settings. The ERIN System is being utilized for children (2-7) and their parents, in specialized preschool classroom/home programs for children with moderate to severe special needs, and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mild to moderate special needs children integrated with their peers.

The ERIN Training Program for Adults (teachers, coordinators and parents) provides the equivalent of three to six college credits through a week-long institute, plus on-site consultation by ERIN staff. Adults implement a year-long program for two or more children with special needs in their care. Using competency-based materials, each observes the children and learning environment (using structured activities and checklists) develops plans to match child-in-environment by general and specific adaptations, and implements these plans through weekly contacts which are monitored by local supervisors pairing with ERIN staff.

The child's IEP is implemented through large and small groups as well as individually. The curriculum approach focuses initially on (1) general classroom/home modifications of the physical space and daily time units, (2) learning materials and their organization into learning sequences, (3) the grouping of children, and (4) teacher cuing/monitoring. ERIN materials, available in several publications, include classroom observation activities and criterion-referenced checklists, modification strategies and teaching sequences in each learning skill area, parent workshop materials, and program coordination organizers.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 189
- Number of sites stimulated: 10
- Project staff have conducted two week-long summer institutes and three sessions of a coordinator's training program. One content workshop on the individual education program has been held, and extensive on-site consultation and training has been provided in 10 sites. ERIN has also completed extensive demonstration/dissemination, as have all 10 sites.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

LEARNING IN INTEGRATED CLASSROOMS (LINC)

FISCAL AGENCY: Tufts University

ADDRESS: Eliot-Pearson Children's School
Department of Child Study
105 College Avenue
Medford, Massachusetts 02155

PHONE: 617/628-5000
Ext. 6116

PROJECT STAFF: Samuel Meisels, Director; Lane W. Gunnoe, Coordinator
2 Staff Development Specialists, Regional Coordinator (part-time), Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Tufts University

MAJOR PURPOSES:

- To increase and improve appropriate educational opportunities for young mildly and moderately handicapped children and their families.
- To increase general awareness concerning the need for early intervention and the potential benefits of mainstreamed programs.
- To provide training to early childhood teachers and to potential trainers of early childhood teachers concerning the skills and knowledge required to implement a successful mainstreamed classroom program.
- To assist in the development of interagency cooperation so that an effective, coordinated continuum of services to young handicapped children and their families becomes a reality.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 200
- Number of sites stimulated: 10
- LINC has created three professionally-produced slide/tape presentations on mainstreaming, a comprehensive teacher-training manual, and a variety of other written materials concerning mainstreaming and early childhood interventions.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PROJECT OPTIMUS-OUTREACH

FISCAL AGENCY: Cerebral Palsy of the South Shore

ADDRESS: 105 Adams Street
Quincy, Massachusetts 02169

PHONE: 617/479-7980

PROJECT STAFF: Geneva Woodruff, Director
Psychiatric Social Worker, Education Coordinator, Occupational Therapist, Physical Therapist, Teacher, Pediatric Nurse

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
United Way of Massachusetts, third-party payments, Title XX Funds, and endowment fund.

MAJOR PURPOSES:
The project trains service personnel and administrators of programs, located primarily in the New England area, which serve developmentally delayed children (0-5) and their families. The purpose of outreach is to provide better quality services to more handicapped children, particularly children with moderate to severe disabilities.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 200
- Number of sites stimulated: 10
- A home program manual has been developed. In progress are a home program manual and a slide/tape show on the transdisciplinary service delivery model.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

TELSTAR OUTREACH PROJECT

FISCAL AGENCY: Alpena-Montgomery-Alcona School District

ADDRESS: 1691 M 32, West
Alpena, Michigan 49707

PHONE: 517/354-3101

PROJECT STAFF: Vicki Wozniak, Director
Coordinator, Outreach Worker, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Bureau of Education for the Handicapped and local school funds

MAJOR PURPOSES:

The major purpose of the project is to assist other school districts and/or agencies in the provision of high quality services to handicapped preschool youngsters.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 70
- Number of sites stimulated: 8
- Two manuals, on staff training and the parent program, were revised this project year.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

OUTREACH FOR EARLY INTERVENTION FOR HANDICAPPED INFANTS AND YOUNG CHILDREN

FISCAL AGENCY: University of Michigan Institute for the Study of Mental Retardation and Related Disabilities

ADDRESS: 130 S. First Street
Ann Arbor, Michigan 48109

PHONE: 313/764-4115

PROJECT STAFF: Martha S. Moersch, Director
Coordinator, 2 Associates

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Washtenaw Intermediate School District (Ann Arbor, Michigan) and Livingston Intermediate School District (Howell, Michigan)

MAJOR PURPOSES:

- To assist agencies (particularly the mandated public and intermediate school systems in Michigan) in developing and maintaining appropriate early intervention programs for handicapped children (0-6) and their parents.
- To provide inservice training and workshops to agencies working with preschool handicapped children.
- To develop replication sites and provide consultation to the eight sites now replicating.
- To develop materials for professional and parental use with preschool handicapped children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 1,468
- Number of sites stimulated: 214
- Materials developed by the project include the Preschool Developmental Profile (PDP) and a book written by and for parents and professionals entitled Parents on the Team.
- Contracts have been made with some ten agencies for experimental use of the PDP.
- Consultation has been provided to eight replication sites and numerous other agencies in Michigan, Ohio, and Massachusetts.
- Presentations have been made at major national and state conferences. Lectures have been presented to classes at three universities. The project has also sponsored three conferences.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PROJECT OUTREACH FOR THE INFANT PROGRAM FOR VISUALLY IMPAIRED

FISCAL AGENCY: Ingham Intermediate School District

ADDRESS: 2630 W. Howell Road
Mason, Michigan 48854

PHONE: 517/676-3398
517/676-3399

PROJECT STAFF: Sherry Raynor, Director
2 Technical Assistants, Media Specialist, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Ingham Intermediate School District

MAJOR PURPOSES:

This project's outreach efforts are directed at agencies which provide educational services to preschool visually-impaired children (birth to school age), their parents, and their teachers. The project emphasizes a home-like atmosphere for preschool settings. Major project purposes are: (1) to stimulate new or increased service for visually-impaired preschool children and their parents; (2) to develop and disseminate media, materials, and inservice activities for teachers and parents relative to the education of visually-impaired preschoolers; (3) to maintain an exemplary model demonstration site for continued development of information regarding visually-impaired preschool children; (4) to promote public awareness of the need for early intervention programs for visually-impaired preschool children; (5) to develop and implement procedures for replication/adaptation of the Infant Program for Visually Impaired; and (6) to evaluate present delivery systems and services.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 70 student teachers (does not include workshops, inservice training, etc.)
- Number of sites stimulated: 14 replication/adaptation
- Project materials have been disseminated in 50 states, 6 territories, and 32 foreign countries.
- Continuation and improvement of the model demonstration site and initiation and continuation of the International Seminar (composed of significant persons working with preschool visually-impaired children) have been accomplished.
- The model demonstration site is a teacher training site and practicum center for Michigan State University.
- The First North American Conference for Preschool Blind was initiated in Minneapolis in May, 1977.
- Parent books, "Get A Wiggle On" and "Move It," have been disseminated to more than 10,000 persons.
- Under Title IVC of the Michigan State Department of Education, this project is validated/classified as a model demonstration project.
- An ongoing involvement with the MSU Department of Education includes a Special Projects Consortium for Mainstreaming.
- Twenty-four media or materials items are now available, including the RELA and the TV documentary, "More Alike Than Different."
- The first longitudinal data on preschool visually-impaired children have been collected.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PREPARING MENTALLY HANDICAPPED CHILDREN FOR PUBLIC SCHOOL PLACEMENT

FISCAL AGENCY: Saginaw Child Development Centers, Inc.

ADDRESS: Box 3224
Saginaw, Michigan 48605

PHONE: 517/752-2193

PROJECT STAFF: Nels M. Anderson, Director
Project Coordinator, Secretary, Consultants (Psychologist, Home Visitor, Classroom Teacher, Psychological Assistant, Educational Coordinator)

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Department of Social Services (Title XX) and Head Start

MAJOR PURPOSES:
The major purposes of the project are to prepare four- and five-year-old children with minimal learning difficulties for adequate public school performance and to provide diagnostic, educational, and support services with parent involvement.

ACCOMPLISHMENTS TO JANUARY 1, 1979:
- Number of people trained: 18 (six from within the agency)
- Number of sites stimulated: 2
- Project materials have been distributed to 433 persons.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

HIGH/SCOPE FIRST CHANCE OUTREACH PROJECT

FISCAL AGENCY: High/Scope Educational Research Foundation

ADDRESS: 600 North River Street
Ypsilanti, Michigan 48197

PHONE: 313/485-2000

PROJECT STAFF: Michael L. Hanes, Director
4 Program Specialist Consultants, Evaluation Specialist, Teachers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: High/Scope Foundation General Fund

MAJOR PURPOSES:

- To provide technical assistance and training to selected replication/demonstration sites.
- To provide introductory/awareness workshops about the Cognitively Oriented Curriculum and mainstreaming preschool handicapped children.
- To provide technical assistance in the areas of needs assessment and program planning to potential replication sites.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 1,000 (including all those who have attended any outreach presentation)
- Number of sites stimulated: 4 (reflects progress created with High/Scope assistance and does not include project replication sites)
- The project has produced a collection of working papers which were developed at the High/Scope Annual Outreach Symposium conducted in May, 1978.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM-OUTREACH

FISCAL AGENCY: St. Paul Public Schools #625

ADDRESS: 447 Macalester Street
St. Paul, Minnesota 55102

PHONE: 612/690-3995, or
612/690-5436

PROJECT STAFF: Virginia M. Bunker, Coordinator
Media Consultant, Occupational Therapist Consultant, Speech/Language Consultant, Classroom Teacher Consultant, Administrative Assistant, Parent Program Consultant, Media Assistant, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Third year of HCEEP funding plus state and local aids (former demonstration project continues in its sixth year on state and local monies).

MAJOR PURPOSES:

- Information dissemination and technical assistance to 16 target agencies committed to the initiation and/or expansion of preschool services to handicapped children and their families.

- Nine major components of technical assistance from the original demonstration project are: casefinding/screening, pre-program and in-program assessment, program curricula and structure, program evaluation, staff training, resource library, parent involvement, specialized consultation, and fiscal management.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 2068 (includes workshops, inservice, and on-site visits).

- Number of sites stimulated: 16 (For this academic year, St. Paul Outreach is providing information dissemination and technical assistance to Minnesota's 8 Regional Consultants for Preschool Handicapped.)

- Manual of philosophy and objectives for parental involvement in programs for preschool handicapped.

- Resource lending library for staff and parents.

- The Early News (statewide early education/special education newsletter).

- Program evaluation consultation.

- Various slide-tape presentations including two new ones:
  - Methods of Facilitating Speech & Language in the Classroom
  - Role of Occupational Therapist in Preschool Programs

JDRP-APPROVED AS OF JANUARY 1, 1979: No

EARLY EDUCATION CENTER OUTREACH PROJECT

FISCAL AGENCY: Christian Educational Services, Inc.
Early Education Center

ADDRESS: P.O. Box 10356
Westland Station
Jackson, Mississippi 39209

PHONE: 601/353-1664

PROJECT STAFF: Stephen J. Robertson, Director
Speech Pathologist, Trainer/Coordinator, Physical Therapist, 2 Trainers, Secretary/Bookkeeper

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State Department of Public Welfare - Title XX, Developmental Disabilities

MAJOR PURPOSES:

- To provide technical assistance and training.
- To conduct workshops/seminars on relevant topics as determined by needs assessment for professionals and paraprofessionals working with young handicapped children.
- To disseminate information and materials including those intended to increase public awareness.
- Replication/adaptation of the model.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 368
- Number of sites stimulated: 9
- Continuation and expansion of demonstration site (2 additional programs)
  - Family Development/High-Risk Infant Program serving 105 families.
  - Preschool class for autistic children.
- One-day workshop entitled "Augmentative Communication for the Nonvocal Young Child" presented to 91 professionals across the state.
- OUTREACH Newsletter distributed throughout Mississippi and all BEH projects.
- Continued development of M.E.S.H. Consortium through regular meetings.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

CENTRAL INSTITUTE FOR THE DEAF
EARLY EDUCATION PROJECT

FISCAL AGENCY: Central Institute for the Deaf

ADDRESS: 818 South Euclid
St. Louis, Missouri 63110

PHONE: 314/652-3200

PROJECT STAFF: Audrey Simmons-Martin, Director
Co-Director, Demonstrator, Project Assistant, Analyst, Media Technician, Media Specialist, Secretary.

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Central Institute for the Deaf

MAJOR PURPOSES:
- Continuation Outreach
  - To maintain a model of service delivery for observation and practicum
  - Material preparation
  - Dissemination
- Replication
- Evaluation

ACCOMPLISHMENTS TO JANUARY 1, 1979:
- Number of people trained: *
- Number of sites stimulated: *

*Report of accomplishments is being compiled at the present time.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

DELIVERY OF SERVICES TO RURAL PRESCHOOL HANDICAPPED CHILDREN

FISCAL AGENCY: Children's Therapy Center of Pettis County, Inc.

ADDRESS: 14th & Ingram
Sedalia, Missouri 65301

PHONE: 816/826-4400

PROJECT STAFF: Dr. R. Kenneth Wilcox, Director
2 Project Coordinators, 2 Preschool Assistants, 2 Outreach Specialists, 2 Secretaries

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: University of Missouri Extension

MAJOR PURPOSES:

- Increase awareness of the need for early childhood identification programs.
- Coordinate existing services to handicapped preschoolers.
- Involve parents in service programs.
- Identify funding resources to assure continuous services for handicapped children.
- Demonstrate the feasibility of accessing University Extension Specialists to replicate a preschool service delivery system at the county level.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 474 volunteer screeners, 21 child and family development specialists and area home economists.
- Number of sites stimulated: 18 target sites (specialized programs for preschool handicapped in various stages of development), 38 other sites (service programs under consideration).
- 66 of 114 rural Missouri counties are involved in Outreach activity. Listed below are the number of sites contacted by Outreach specialists according to the "Outreach Model" components:
  - Public awareness 93
  - Needs assessment 16
  - Administrative organization and funding 17
  - Screening phase 64
  - Comprehensive assessment 10
  - Service programs 35

JDRP-APPROVED AS OF JANUARY 1, 1979: Not Applicable

THE MINI-COMMUNITY FOR DISTURBED YOUNG CHILDREN - OUTREACH

FISCAL AGENCY: The Educational Alliance

ADDRESS: 197 E. Broadway
New York, New York 10002

PHONE: 212/475-6200
Ext. 275

PROJECT STAFF: Joy Glickman, Director
Coordinator, Director of Research and Evaluation, Teacher Consultant, Project Social Worker, Secretary, Parent Coordinator

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Bureau of Education for the Handicapped

MAJOR PURPOSES:

The outreach project assists Head Start, day care, and other preschool programs on the Lower Eastside of Manhattan which recognize the need for early intervention with emotionally handicapped children from 2½ to 5 years of age. Through staff training, individual consultation, and other forms of technical assistance, the project is geared toward increasing the expertise of the staff of target centers in incorporating handicapped children into their programs.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 84
- Number of sites stimulated: 10
- Project staff have developed a videotape for use in training and have participated in consultation with the Lower Eastside Committee on the Handicapped.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

CHAPEL HILL TRAINING OUTREACH PROJECT

FISCAL AGENCY: Chapel Hill-Carrboro City Schools

ADDRESS: Lincoln Center
Merritt Mill Road
Chapel Hill, North Carolina 27514

PHONE: 919/967-8295

PROJECT STAFF: Anne R. Sanford, Director
Family Coordinator, 2 Media Coordinators, Teacher, Fiscal Officer

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Bureau of Education for the Handicapped and the Administration for Children, Youth and Families

MAJOR PURPOSES:

The purpose of the project is to extend materials, curriculum, and teaching methods developed in the model demonstration programs to personnel working with young handicapped children and their families.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 4,350
- Number of sites stimulated: 333
- The director has worked with the ACYF national office and BEH to develop a brochure on the implications of P.L. 94-142 on Head Start programs. Over 8,000 of these have been disseminated nationwide. Project staff also retrieved and analyzed data on the assessment of Head Start involvement in the State Educational Agency plans along with the implications of P.L. 94-142. The findings were presented at the national conference for directors of Resource Access Projects. A training package (104 pages) was also developed containing procedural plans for providing services to the handicapped in Head Start.
- The director was nominated as the 1978 regional representative at the White House Conference on Families.
- The Kentucky Bureau of Education for Exceptional Children has approved a state plan to replicate the Chapel Hill project's training materials and methods in four areas: (1) identification of high risk kindergarten children, (2) development of IEPs, (3) implementation of the prescription project, and (4) effective involvement of families.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

ACCESS TO MAINSTREAM - OUTREACH TRAINING PROJECT

FISCAL AGENCY: Alliance for Progress, Inc.

ADDRESS: P.O. Box 160
Powellsville, North Carolina 27967

PHONE: 919/332-3188

PROJECT STAFF: Gaynor Jordan, Director
Special Education Coordinator, Family Services Coordinator, Secretary (.50)

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Early Childhood Intervention (Mental Health and Mental Retardation, Albemarle Community Mental Health Center) and the Home-Based Early Education Project of Gates County School

MAJOR PURPOSES:

The purpose of this project is to train program personnel within the state of North Carolina to work with handicapped children in home-based settings. This includes initial start-up, implementation, and evaluation.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 90
- Number of sites stimulated: 7
- Project staff have developed six practical training manuals to use with teachers, parents and/or teacher aides. A film, entitled "With a Little Help from My Friends: Access to Mainstream," has also been produced.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

A COMPREHENSIVE PRESCHOOL PROGRAM FOR RURAL AND NON-URBAN AREAS

FISCAL AGENCY: Southeast Mental Health and Retardation Center

ADDRESS: 700 1st Ave. S.
Fargo, North Dakota 58102

PHONE: 701/237-4513

PROJECT STAFF: William F. Hoehle, II, Director
Project Coordinator, Child Development and Parent Training Specialist, 3 Preschool Handicapped Specialists, Speech and Language Consultant, Curriculum and Materials Specialist, Behavioral Consultant, Program Coordinator

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Title XX

MAJOR PURPOSES:
To provide training, technical assistance and consultation to those who serve handicapped preschool children and their families.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 341
- Number of sites stimulated: 48
- Number of preschool handicapped children served: 1,887

JDRP-APPROVED AS OF JANUARY 1, 1979: No (JDRP in process)

EDUCATION OF PROFOUNDLY HANDICAPPED YOUNG CHILDREN OUTREACH

FISCAL AGENCY: Kent State University

ADDRESS: 252 Lowry Hall
Kent State Universtiy
Kent, Ohio 44242

PHONE: 216/672-7970

PROJECT STAFF: Fran Archer, Director
Coordinator, Research Associate, Principal Investigator, Office Manager, Graduate Assistant

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Bureau of Education for the Handicapped

MAJOR PURPOSES:
The project assists small residential and nonresidential care centers in working developmentally with young, profoundly handicapped children. Materials and training in assessment, education planning, evaluation, caretaking, and construction of sensory environments are all aspects of project activity.

ACCOMPLISHMENTS TO JANUARY 1, 1979:
- Number of people trained: 600
- Number of sites stimulated: 50
- Portions of project work, especially the assessment tool, have been replicated.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

TEACHING RESEARCH INFANT AND CHILD CENTER

FISCAL AGENCY: Teaching Research Division

ADDRESS: 345 N. Monmouth
Monmouth, Oregon 97361

PHONE: 503/838-1220
ext. 401

PROJECT STAFF: Dr. Bud Fredericks & Dr. William G. Moore, Co-Directors
Training Director, Two Training Staff Persons

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Oregon Board of Education and Mental Health Division

MAJOR PURPOSES:

This project is designed to provide training for personnel to replicate a data-based classroom for preschool children in the Teaching Research Infant and Child Center. In addition, the outreach efforts will attempt to establish satellite training centers throughout the United States. These training centers will then train people in their regions in the preschool classroom model of the Teaching Research Infant and Child Center.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 550
- Number of sites stimulated: 300+
- Two state institutions for the retarded have adopted this model: Boulder Hospital and Training Center in Montana, and Fairview Hospital and Training Center in Oregon.
- The state of Hawaii has adopted this as the official model for its preschool classes. Providence, Rhode Island is a satellite training center. South Bend, Indiana has committed itself to becoming a satellite training center.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

FAMILY-CENTERED RESOURCE PROJECT (FCRP) - OUTREACH

FISCAL AGENCY: Pennsylvania Department of Education, Bureau of Special and Compensatory Education

ADDRESS: Berks County Intermediate Unit #14 PHONE: 215/779-7111
Antietam Valley Shopping Center
2900 St. Lawrence Avenue
Reading, Pennsylvania 19606

PROJECT STAFF: Gilbert M. Foley, Director
Outreach Specialist, Resource Manager, Consultative Service (part-time), Pediatrician, Physical Therapist, Occupational Therapist, Psychiatric Social Worker

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
EHA-B Preschool Program and the Berks County Intermediate Unit

MAJOR PURPOSES:

- To provide existing Pennsylvania Intermediate Unit preschool programs with a viable model of service delivery to multiply handicapped preschoolers, through replication (in its entirety or by component) over a three-year period to approximately 4,500 preschool children (based on a PDE preschool child count for the rural areas served by the project).
- To orient existing Pennsylvania Intermediate Unit preschool programs to a family-centered approach to service delivery.
- To disseminate materials and methodologies developed by FCRP.
- To present the principles upon which Individual Education Plans and Family Development Plans are based.
- To train staff in the transdisciplinary approach and the concepts of role extension, role release, and arena evaluation.
- To enhance understanding of the attachment bonding process and train personnel in its assessment and facilitation using the Attachment-Separation-Individualization Scale (A-S-I) developed by the project.
- To enhance understanding of family dynamics and the grief process created by the birth of a handicapped child as well as to teach techniques for family intervention (Family Development Planning).
- To teach techniques embodied in the component "Mastery of Developmental Tasks Training (MDTT)."
- To provide a system for tracking and assessing child/family growth and development.
- To train school-age personnel and early childhood educators of normal children in those components of FCRP (particularly Family Development Planning) which can be generalized to a school-age population.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 479
- Number of sites stimulated: 4

JDRP-APPROVED AS OF JANUARY 1, 1979: No

HANDICAPPED INFANTS COMPREHENSIVE OUTREACH MODEL PROGRAM (HICOMP)

FISCAL AGENCY: Pennsylvania State University

ADDRESS: 304 Cedar
University Park, Pennsylvania 16802

PHONE: 814/865-1183

PROJECT STAFF: John T. Neisworth & Carol A. Cartwright, Co-Directors
Coordinator, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Bureau of Education for the Handicapped, Grant #H007700706

MAJOR PURPOSES:

- To train early childhood personnel in early identification and programming for preschool handicapped children.
- To disseminate research and materials for assessment, curriculum, and parent programs.
- To develop strong evaluation designs and systems to document staff and child progress.
- To work with U.S. military in training day care personnel.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 251
- Number of sites stimulated: 9

JDRP-APPROVED AS OF JANUARY 1, 1979: No

HANDICAPPED CHILDREN'S OUTREACH PROJECT

FISCAL AGENCY: Community Progress Council, Inc.

ADDRESS: 36 N. Beaver Street
York, Pennsylvania 17401

PHONE: 717/846-2504

PROJECT STAFF: Donald Klein, Director
Assistant Director, Trainer, Administrative Assistant

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Bureau of Education for the Handicapped

MAJOR PURPOSES:

- To stimulate improved and/or increased services to young handicapped children.
- To advocate and develop an improved methodology and practice for including the total family in programs for young handicapped children.
- To facilitate cooperative efforts among concerned service providers and all BEH early childhood projects in the state.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 160
- Number of sites stimulated: 0
- A slide/tape show and a training packet, both dealing with the topic of staff development, have been produced and are available to individuals and agencies.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

EARLY EDUCATION FOR MULTI-HANDICAPPED CHILDREN - OUTREACH

FISCAL AGENCY: South Carolina Department of Mental Retardation

ADDRESS: Drawer 239
Whitten Village
Clinton, South Carolina 29325

PHONE: 803/833-2727
Ext. 156, 157

PROJECT STAFF: Nancy D. Gooch, Director
2 Special Education Teachers, Social Worker, Teacher Assistant, Clerk-Stenographer

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: State funds (SCDMR)

MAJOR PURPOSES:

- To provide training and consultation for agencies which serve young multiply handicapped children.
- To stimulate quality services and assist in developing service delivery systems.
- To develop and disseminate educational materials to be utilized by parents, professionals, and paraprofessionals.
- To disseminate information regarding methods and techniques developed during the demonstration phase to agencies within and outside of the state.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 250
- Number of sites stimulated: 5
- Project staff are responsible for the development and distribution of printed materials, including a comprehensive curriculum, which can be used by parents and paraprofessionals.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

EARLY EDUCATION FOR SPEECH AND HEARING HANDICAPPED OUTREACH PROGRAM

FISCAL AGENCY: Fairfield County School District

ADDRESS: Drawer 622
Winnsboro, South Carolina 29180

PHONE: 803/285-2001

PROJECT STAFF: Louis Rosso, Director
Coordinator, Administrative Coordinator, Secretary, Bookkeeper

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Bureau of Education for the Handicapped and other federal programs

MAJOR PURPOSES:

- To develop innovative and exemplary curricula for children (3-7) with speech handicaps, primarily articulation disorders and mild language delays.
- To involve the public school clinician, classroom teacher, and parents of speech handicapped children in a team approach for remediation.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 300
- Number of sites stimulated: 6
- Project staff are in the process of developing a series of five monographs, primarily in the areas of staff and program development.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

REGIONAL INTERVENTION PROGRAM EXPANSION PROJECT (RIP)

FISCAL AGENCY: RIP Advisory Committee, Inc.

ADDRESS: 2400 White Avenue
Nashville, Tennessee 37204

PHONE: 615/269-5671

PROJECT STAFF: Matthew Timm, Director
Secretary, 3 Field Coordinators, 3 Component Directors, Project Evaluator (part-time)

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Tennessee Department of Mental Health and Mental Retardation and the Middle Tennessee Mental Health Institute

MAJOR PURPOSES:
The purpose of the outreach project is to replicate a parent-implemented program model and to extend the derived technological development throughout the state and nation.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 241 (including professionals and families in community awareness and early identification projects, RIP replication, and RIP-related training)

- Number of sites stimulated: 16

JDRP-APPROVED AS OF JANUARY 1, 1979: No

THE URBAN OBSERVATORY OUTREACH PROJECT

FISCAL AGENCY: The Urban Observatory of Metropolitan Nashville-University Centers

ADDRESS: c/o 1101 Group
1101 17th Avenue, South
Nashville, Tennessee 37212

PHONE: 615/256-0131

PROJECT STAFF: Kathryn B. Horton, Director
Coordinator, Speech/Language Specialist, Administrative Assistant, Dissemination Specialist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Bill Wilkerson Hearing and Speech Center

MAJOR PURPOSES:

- The provision of training and consultation services to professionals and paraprofessionals who serve communicatively-impaired children ages birth to six years.
- The identification of children with communication problems.
- The continuation of national dissemination of training materials to be used by persons working with young handicapped children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 961 (including 800 Head Start teachers, 91 day care teachers, 45 rural kindergarten teachers, and 25 parents)
- Number of sites stimulated: 0
- Other program accomplishments since July 1, 1978 include:
  - 1,182 children screened for communication disorders
  - 3,149 items disseminated
  - 19 training sites visited
  - 3 parent meetings conducted

JDRP-APPROVED AS OF JANUARY 1, 1979: No

CLINCH-POWELL EDUCATIONAL COOPERATIVE - OUTREACH PROJECT

FISCAL AGENCY: Clinch-Powell Educational Cooperative

ADDRESS: Box 279
Tazewell, Tennessee 37879

PHONE: 615/626-4677

PROJECT STAFF: Vicki S. Dean, Director
Trainer

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Local Education Agencies (four rural systems)

MAJOR PURPOSES:

- To provide training to employees of other agencies in meeting early education needs of handicapped children by utilizing parent assistance in the home.
- To develop parent training materials in the areas of education and health needs.
- To conduct awareness activities throughout the state and region.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 115
- Number of sites stimulated: 5
- Dissemination of project information and materials
- Presentations to local and regional agencies
- Workshops and training activities
- Identification of potential replication sites
- Collaborative efforts with state agencies to implement replication models

JDRP-APPROVED AS OF JANUARY 1, 1979: No

AUSTIN EARLY CHILDHOOD SPECIAL EDUCATION (AECSE) PROGRAM--OUTREACH

FISCAL AGENCY: Austin Independent School District

ADDRESS: Carruth Annex
6016 Dillard Circle
Austin, Texas 78752

PHONE: 512/454-4868

PROJECT STAFF: Jamie Tucker, Coordinator
2 Assistant Coordinators

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Austin Independent School District

MAJOR PURPOSES:

- To provide training in specific areas relating to early childhood education to target populations in Texas (target populations include teachers of young children in Head Start, school systems, day care, etc.).
- To disseminate program products on a nation-wide basis.
- To provide intensive technical assistance to selected sites for replicating and/or adapting the AECSE model for working with young handicapped children.
- To disseminate information on AECSE program techniques through presentations at local, state, national, and international conferences.
- To provide on-site training at the AECSE program site for university students and others through program tours and observations in classrooms.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 395
- Number of sites stimulated: 14
- Conference presentations: 4 (with 3 scheduled for Spring of 1979).
- Products disseminated in 16 states and Canada.
- Technical assistance sites: 6 Head Start programs involving 26 teachers and 200 children.
- On-site training provided for 65 university and community college students.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

KIDS OUTREACH (KINDLING INDIVIDUAL DEVELOPMENT SYSTEMS)

FISCAL AGENCY: Dallas Independent School District

ADDRESS: 3700 Ross Avenue
Dallas, Texas 75204

PHONE: 214/824-1620

PROJECT STAFF: Ruth Turner, Director
Disseminator, 2 Curriculum Replication Specialists, 2 Parent Replication Specialists, 2 Project Consultants, 2 Evaluation Replication Specialists

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Dallas Independent School District

MAJOR PURPOSES:

- Replicate all or a portion of the program component of Project KIDS in a minimum of five additional sites of DISD.
- Replicate all or a portion of the program components of Project KIDS in at least three additional sites in the area served by Educational Service Center, Region X.
- Conduct demonstration and information sharing activities to increase public awareness.
- Participate in the Triple T Consortium, a statewide organization for projects who serve handicapped infants.
- Distribute Project KIDS dissemination packages to other programs, public and private schools and regional service centers to facilitate the development of quality programs.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Continuation of the demonstration KIDS project (which is now funded by DISD).
- Replication of program in three additional independent school districts located in the Region X Educational Service Center area.
- Replication of Project KIDS model in 20 additional early childhood sites in the Dallas Independent School District.
- Dissemination of project information to 91 other programs, school districts, and regional service centers.
- Inservice training for regional and local teachers and paraprofessionals.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

DEVELOPMENTAL EDUCATION BIRTH THROUGH TWO--OUTREACH

FISCAL AGENCY: Lubbock Independent School District

ADDRESS: 1628 19th Street
Lubbock, Texas 79401

PHONE: 806/747-3838

PROJECT STAFF: Gloria Galey, Coordinator
Outreach Consultant, Teacher Trainer, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Lubbock Independent School District

MAJOR PURPOSES:

- Conduct an awareness campaign in communities to demonstrate the need for early intervention programs.
- Identify direct and/or supportive resources within the communities to determine what services are available.
- Disseminate project information and training materials.
- Establish replication sites in outlying rural communities utilizing volunteers from the communities.
- Recruit and train additional volunteers from the professional population.
- Provide training workshops for community agency personnel, church groups, foster parents, etc.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 58
- Number of sites stimulated: 5
- Training with Lubbock Day Care Center personnel.
- Presentations at area conferences.
- Involvement in the Teaching Texas Tots Consortium.
- Internships for college students.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS (PEECH OUTREACH)

FISCAL AGENCY: Region IX Education Service Center

ADDRESS: 3014 Old Seymour Road
Wichita Falls, Texas 76309

PHONE: 817/322-6928

PROJECT STAFF: Lois A. Cadman, Director
2 Training Specialists, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Continuation of programs for handicapped children, ages 3-5, is through the Special Education Comprehensive Programs (Plan A).

MAJOR PURPOSES:

- Provide preservice and inservice training to sites for the purpose of replication:
  - model development
  - developing guidelines
  - diagnostic procedures
  - parent training
  - developing curriculum and materials
  - precision teaching (IEP development)
  - child growth and development (normal/abnormal).
- Provide ongoing consultation to replication sites.
- Provide inservice training and ongoing consultation to demonstration programs.
- Conduct an evaluation of the Outreach efforts.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 91
- Number of sites stimulated: 26
- Presentations made to:
  ACLD Meeting, Snyder, Texas
  East Texas Speech and Hearing Association, Kilgore, Texas
  Parent Meeting, Terral, Oklahoma
  Parent Meeting, McKutchen Day Care Center, Wichita Falls, Texas
  Parent Meeting, Temple Head Start, Temple, Oklahoma
  Parent Meeting, Paducah Head Start, Paducah, Texas.
- Develop grant applications for training programs and an infant program.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

PROJECT SKI*HI OUTREACH: A STATE-WIDE PROGRAM FOR IDENTIFICATION AND LANGUAGE FACILITATION FOR HEARING HANDICAPPED CHILDREN THROUGH HOME MANAGEMENT

FISCAL AGENCY: Utah State University

ADDRESS: Dept. of Communicative Disorders
UMC-10
Logan, Utah 84322

PHONE: 801/752-4100 ext. 7582

PROJECT STAFF: Thomas C. Clark, Director
Coordinator, Assistant Coordinator

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State of Utah legislative appropriation through the Utah School for the Deaf.

MAJOR PURPOSES:
The outreach effort of Project SKI*HI is directed at providing assistance which results in (1) quality home intervention services for presently unserved preschool-aged hearing impaired children, and (2) improved services for those presently receiving some services. Components of this main objective are:

- to identify agencies needing outreach assistance.
- to decide jointly with the agencies on a plan for assistance.
- to provide quality training, operational materials and assistance to these agencies in developing home intervention services.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 365
- Number of sites stimulated: 20
- Approximate number of children presently served: 660
- Approximate number of professionals presently working in replication sites: 25 full-time, 129 part-time
- Number of presentations given (July 1, 1977 - January 1, 1979): 27
- Materials provided to first-, second-, and third-year replication sites and other sites (July 1, 1977 - January 1, 1979):

Program Manuals	265	SKI*HI Tests	34
Outreach Packets	24	Videotape Packages	5
Slide/tape Sets	115	Outreach Newsletters	600
Flip Charts	47	Outreach Brochures	675

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

MULTI-AGENCY PRESCHOOL OUTREACH PROJECT

FISCAL AGENCY: Utah State University, Affiliated Exceptional Child Center

ADDRESS: UMC 68
Logan, Utah 84321

PHONE: 801/752-4100
ext. 8273

PROJECT STAFF: Glendon Casto, Director
Special Educator, Speech Pathologist, Physical Therapist, Psychologist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Title XX, S.S.I. Funds

MAJOR PURPOSES:

- Provide outreach assistance to projects in the Utah Consortium of Preschool Programs, Nevada Division of Mental Retardation, Community Training Centers in southern Idaho and New Mexico, Office of Navajo Economic Opportunity, Head Start Centers.
- Provide training workshops.
- Train key personnel at project sites in the use of the model and the CAMS curriculum.
- Collect and analyze data related to outreach effectiveness.
- Continue development of a cognitive package.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 96
- Number of sites stimulated: 22
- Developed technical assistance agreement with ONEO Head Start to expand services to Head Start handicapped on Navajo reservation.

JDRP-APPROVED AS OF JANUARY 1, 1979: No
JDRP document submitted December 15, 1978.

EDUCATION FOR MULTI-HANDICAPPED INFANTS - IMPACT

FISCAL AGENCY: University of Virginia Medical Center

ADDRESS: Department of Pediatrics
Box 232
Charlottesville, Virginia 22908

PHONE: 804/924-5161

PROJECT STAFF: Wanda B. Elder, Director
Parent Coordinator, Infant Instructor, Medical Director, Secretary

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Hospital Education

MAJOR PURPOSES:

This outreach project (1) provides training and technical assistance to medical, educational, and other personnel who wish to provide or improve direct services for handicapped infants and their parents; (2) assists new community programs for infants throughout the state; (3) trains nursery personnel to conduct newborn intensive care unit intervention programs; (4) enhances public awareness of needs of very young handicapped infants; and (5) disseminates EMI infant assessment and curriculum materials.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 1700
- Number of sites stimulated: 15
- Dissemination of project products include:
  - EMI Assessment Scale (1500)
  - EMI Curriculum Pool Materials (250)
  - EMI Infant Learning Packets (175)
  - EMI-ART High-Risk Nursery Intervention Manual (200)
  - Bibliographies (1120)
  - Other (1250)
- Project staff have participated in activities of the Virginia Association of First Chance Projects and conducted training at six replication sites and other agencies.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

NORFOLK EARLY EDUCATION FOR HANDICAPPED CHILDREN (INDIVIDUALS-IN-GROUPS)

FISCAL AGENCY: Old Dominion University Research Foundation

ADDRESS: Child Study Center
Old Dominion University
Norfolk, Virginia 23508

PHONE: 804/424-9606

PROJECT STAFF: Ken Reavis & Marge Rae, Co-Directors
Trainer

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Department of Mental Health and Mental Retardation (state)

MAJOR PURPOSES:

This project provides training in two community service models designed for moderately to profoundly handicapped/high-risk children. One is an infant/child home educational model with parents as the teaching agent for children from birth to four years of age. The second is a data-based preschool classroom model for children four to eight years of age with developmental ages two to four years. The classroom model integrates one-to-one teaching programs in group activities through unit/themes. Both models emphasize approaches of task analysis and direct measurement/evaluation of skills. They are designed to meet P.L. 94-142 IEP requirements while remaining adaptable to local guidelines. The project provides training in these areas: (1) assessment, via the "Individuals in Groups" assessment kit, an instrument based on performance rate measures of 83 behaviors; (2) curriculum, based on the premise that handicapped children can be provided with normative classroom activities while at the same time meeting their individual needs; (3) evaluation, non-discriminatory monitoring system based on learning as opposed to performance; (4) a model for outreach, provided through three levels of training workshops, direct training of service personnel at project demonstration sites in southeastern Virginia, and training of coordinators from the agency to return and train their staff.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 47
- Number of sties stimulated: 6
- Commitments for training an additional five sites have been obtained for the remainder of the fiscal year.

JDRP-APPROVED AS OF JANUARY 1, 1979: No

CHILD DEVELOPMENT RESOURCES (CDR) OUTREACH PROJECT

FISCAL AGENCY: Child Development Resources

ADDRESS: P.O. Box 774
Williamsburg, Virginia 23185

PHONE: 804/229-8626

PROJECT STAFF: Corinne W. Garland, Director
Outreach Coordinator, Administrative Assistant, 2 Trainers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: The CDR infant program, a home-based program for handicapped children and their families, has been funded by the State Department of Mental Health and Mental Retardation, United Fund, and private contributions. Preschool classrooms are funded by local public schools.

MAJOR PURPOSES:

- To disseminate information and provide training which will lead to replication of the CDR Infant Program or components of that program.
- To develop and distribute products which will inform target audiences about CDR Infant and Outreach Projects or which assist in the replication of program components.
- To coordinate CDR Outreach Project activities with those state agencies having responsibility for education and treatment of young handicapped children.
- To continue activities to maintain or increase local awareness, support, and funding.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 113 (including professionals and students)
- Number of sites stimulated: 8 (including three Infant Program replications and five Child Find replications)

JDRP-APPROVED AS OF JANUARY 1, 1979: No

THE MODEL PRESCHOOL CENTER FOR HANDICAPPED CHILDREN
(with Training, Research, and Service Components)

FISCAL AGENCY: Experimental Education Unit, University of Washington

ADDRESS: EEU, WJ-10
Child Development and Mental
Retardation Center
University of Washington
Seattle, Washington 98195

PHONE: 206/543-4011

PROJECT STAFF: Dr. Alice H. Hayden, Director; Dr. Norris G. Haring, Co-Director; 12 Teachers; 7 Professional Support Staff; Evaluator; 5 Coordinators; 12 Interns; 4 Dissemination Specialists; 7 Clerical Support Staff

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: State and local funds.

MAJOR PURPOSES:

The major purpose of the outreach components of the Model Preschool Center is to extend outreach and technical assistance efforts to established and new projects and programs replicating/adapting the basic principles, components, and procedures essential to preserving the integrity of outreach and JDRP-approved models. Programs have been and are being replicated in a wide range of settings: other institutions of higher learning and community colleges; hospitals; preschools; school districts; day care centers; Head Start; state-level and home-based programs. Outreach and technical assistance include the following activities: (1) training project personnel wishing to replicate/adapt the approved models; (2) monitoring and evaluating on-site adoption or adaptation; (3) continuing to develop, test, and refine training, assessment, monitoring, and evaluation materials and procedures; disseminating project information; and increasing awareness through presentations at workshops and conferences at local, state, and national levels.

ACCOMPLISHMENTS AS OF JANUARY 1, 1979:

- Number of people trained (July 1977-January 1979): 9099
- Number of sites stimulated (July 1977-January 1979): 59
- In addition to working with individual projects, the staff work with larger service agencies in an effort to extend the program's impact; these agencies include school districts, state education agencies, and national organizations serving young handicapped children.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes (2 models)

PROJECT PUSH-OUTREACH

FISCAL AGENCY: Mineral County Board of Education

ADDRESS: One Baker Place
Keyser, West Virginia 26726

PHONE: 304/788-5160

PROJECT STAFF: April Beavers, Director
Training Coordinator, Learning Resource Specialist

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM: Mineral County Board of Education

MAJOR PURPOSES:

- To inform professional and lay communities regarding the needs of handicapped preschool children.
- To provide training to preschool teachers regarding appropriate teaching techniques and strategies to be used when mainstreaming handicapped children.
- To stimulate appropriate agencies to take action toward the establishment of comprehensive services through interagency cooperation for preschool handicapped children.
- To provide training to preschool teachers on various handicapping conditions and the implications of such conditions within the preschool setting.
- To provide training to preschool teachers regarding effective techniques for utilizing and dealing with parents of handicapped preschoolers.
- To provide consultation to preschool program directors regarding the implementation of P.L. 94-142.
- To collaborate with the Resource Access Project in providing maximum training and technical assistance to Head Start programs throughout the five-state Appalachian region.
- To continue broadcasting, via satellite television, the EC/SE instructional series to students, teachers, and administrators.
- To answer program or teacher requests, via mail, for specific information and/or materials.
- To evaluate the effectiveness of the PUSH-Outreach model in delivering technical assistance and/or training.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 1,000 (including teachers, administrators, program directors, and graduate and undergraduate students)
- Number of sites stimulated: 173 (including 9 on-site consultations, 120 workshop sites within a five-state area, 4 telephone consultations and dissemination presentations to 40 participants)

JDRP-APPROVED AS OF JANUARY 1, 1979: No

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. PROJECT)

FISCAL AGENCY: Curative Workshop of Milwaukee

ADDRESS: 9001 W. Watertown Plank Rd. PHONE: 414/259-1414
Milwaukee, Wisconsin 53226

PROJECT STAFF: Rona Alexander, Director
Audio-Visual Specialist, 2 Special Speech Consultants, Nutrition Consultant, Special Program Consultant.

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
Third-party payments (federal, state, and local funding and insurance).

MAJOR PURPOSES:

- To train staff from replicating agencies in the areas of pre-speech, feeding, language stimulation, and parent participation as they relate to moderately- to severely-involved neuromuscularly handicapped children.
- To complete the major aspects of the Pre-Speech Assessment Scale, an evaluative tool taught to all speech pathologists from replicating agencies.
- To disseminate materials and other information on early intervention to local, state, and national organizations at conventions and meetings.
- To develop materials within the areas of nutrition, pre-linguistics and cognition, pre-speech and feeding evaluation, and pre-speech development.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: over 190 professionals
- Number of sites stimulated: over 45 sites still actively replicating project.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

THE PORTAGE PROJECT

FISCAL AGENCY: Cooperative Educational Service Agency #12

ADDRESS: 412 East Slifer Street
P.O. Box 564
Portage, Wisconsin 53901

PHONE: 608/742-5342

PROJECT STAFF: David E. Shearer, Director
Co-Director, Program Evaluator, 3 Staff Trainers

SOURCE OF CONTINUATION FUNDING FOR SERVICE DELIVERY PROGRAM:
State and local funds for the direct service component of the Portage Project.

MAJOR PURPOSES:

This project focuses its outreach efforts on stimulating increased services to handicapped preschool children (ages birth to 6 years) and their families. The Project has selected 10 aspects of its model for outreach acitivites: rationale/philosophy; identification and referral; assessment techniques; precision teaching; curriculum planning; behavioral objectives and task analysis; home teaching process and classroom adaptions; recording and reporting procedures; use of community resources; and working with parents. The project provides four primary technical assistance options in facilitating the implementation of its model: (1) on-site intensive training; (2) training in various model components; (3) administrative consultation; and (4) overview of Portage Model components. An individual agreement with each site using the model is developed based on the program's needs and the options detailed.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 449 people trained at workshops.
- Number of sites stimulated: 590 people attended presentations.
- Continued to produce and disseminate Outreach training and technical assistance materials.
- Participated in 3 national and 3 state conferences.
- Produced the Portage Guide to Early Education in a new format for parents.
- Arranged with the University of Wisconsin Extension to offer credits for workshops.
- Continuation of the demonstration project.
- Conducted on-site workshops.

JDRP-APPROVED AS OF JANUARY 1, 1979: Yes

ALASKA

COORDINATOR: Marge Ford PHONE: 907/276-1665

STATE DIRECTOR: John Stamm PHONE: 907/465-2970

ADDRESS: Project TRACE
1020 I Street (Basement)
Anchorage, Alaska 99501

YEAR OF FUNDING: First

MAJOR PURPOSES:

- To locate all preschool handicapped children between the ages of birth and six years.
- To continue public awareness campaign stressing the advantages of early intervention.
- To establish a "hotline" for information and referral.
- To coordinate all agencies serving preschool handicapped children.
- To establish an advisory board of representatives of all agencies serving preschool handicapped children, as well as representatives of training institutions and parents.
- To develop a student teaching system.
- To revise, update, and improve the Alaska Directory of Services for Preschool Handicapped Children.
- To involve parents of preschool handicapped children in the planning of statewide services and the development of effective parent involvement programs in local preschool handicapped programs.
- To disseminate information about exemplary materials and products from preschool programs for the handicapped and materials developed specifically for use in Alaska.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Project TRACE awareness brochures developed and disseminated.
- "Totline" established; referral system activated.
- "Totline" telephone referral number brochures developed and disseminated.
- Public service announcements developed and distributed.
- Numerous articles in Alaskan newsletters.
- Advisory Board established; first meeting conducted.
- Directory revision in progress; descriptions are being collected.

AMERICAN SAMOA

COORDINATOR: Beth Scott PHONE: 9/0/633-4789

STATE DIRECTOR: Beth Scott

ADDRESS: Special Education
Department of Education
Pago Pago, American Samoa 96799 YEAR OF FUNDING: Second

ACCOMPLISHMENTS TO JANUARY 2, 1979:

- Child find efforts expanded.
- Established model preschool program including the development of a newsletter, parent training program, staff training, and advisory council.
- Center-based special education early childhood program expanded to include more children.
- Increased capability of the special education division to serve some children in the village-based early education program.
- Home-bound program expanded to early childhood. Parents provided training based on Portage Project techniques. Federal funds were used to bring a Portage Project staff member to American Samoa to conduct inservice training.
- M.A. level early education specialist has provided training to early childhood staff.
- Staff inservice needs have been addressed in an IEP for teachers, jointly developed by early education specialist and teachers.

CALIFORNIA

COORDINATOR: * PHONE:

STATE DIRECTOR: Don Keeney PHONE: 916/445-3561

ADDRESS: State Dept. of Education
Office of Special Education
721 Capitol Mall
Sacramento, California 95814

YEAR OF FUNDING: First

MAJOR PURPOSES:

The SEA, in cooperation with other state and local agencies, will coordinate services to programs serving infant and preschool handicapped children by the following objectives:

- To strengthen and expand the Child Find (SEARCH) program for infant and preschool children.
- To provide training and technical assistance to programs.
- To develop a system and process to conduct services provided by public and private agencies.
- To define specific staff positions as per AB-1250 (Master Plan for Special Education).
- To establish methods for systematic parent training and education.
- To develop a program guidelines document.
- To disseminate exemplary practices/models to public and private agencies.

Activities relating to these objectives will take place throughout the state, and the California First Chance Consortium will serve as a major resource in implementing selected objectives.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

*Due to a hiring freeze in the state, the SEA has not been able to hire the Project Coordinator who has prime responsibility for initiating project activities. The SEA anticipates hiring in February. Meanwhile commitments have been made to initiate activities relative to providing training and technical assistance, developing a system to conduct services provided by public and private agencies, and developing a program guidelines document.

190 STATE IMPLEMENTATION GRANT

COLORADO

COORDINATOR: Brian McNulty PHONE: 303/839-2727

STATE DIRECTOR: Peter Fanning PHONE: 303/839-2727

ADDRESS: Colorado Department of Education
(CHEEP)
201 East Colfax
Denver, Colorado 80203

YEAR OF FUNDING: Third

MAJOR PURPOSES:

- Role of early childhood consultant.
- Program development (including information and materials dissemination, presentations, and training and technical assistance.
- State administrative leadership in providing (1) TA to statewide network of interagency projects on the local level and formalized interagency agreements on the state level; (2) support for program development (certification, funding, evaluation, etc.); (3) services to families; and (4) legislative support.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 1500
- Number of sites stimulated: No information
- Network of 10 parent/family support programs.
- 50,000 bilingual Early Warning Signals brochures.
- 1,000 Re$ources for Early Education Programs for Children with Handicaps.
- Program and childfind evaluation forms.
- Early childhood special education program directory.
- Manuals on childfind, Colorado Special Education Model, and early childhood education programs.
- Draft certification standards for early childhood special education teachers.
- Interagency agreement between State Department of Education and State Department of Institutions.

CONNECTICUT

COORDINATOR: Virginia Guldager PHONE: 203/566-5866

STATE DIRECTOR: Tom Gillung PHONE: 203/566-4383

ADDRESS: Bureau PPSE
State Department of Education
P.O. Box 2219
165 Capital Avenue
Hartford, Connecticut 06115

YEAR OF FUNDING: First

MAJOR PURPOSES:

The major purpose for the grant is to improve services to handicapped children through interagency cooperation. Objectives include:

- To develop a set of baseline standards for early childhood services which reflect the requirements of federal and state programs.
- To enter into specific agreements between the Connecticut Department of Education and other state agencies.
- To identify three early childhood sites for implementation of the pilot program.
- To identify and make available a listing of all state activities available for handicapped children.
- To implement agreements for baseline standards, service delivery, and source and amount of funding in pilot sites.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 0
- Number of sites stimulated: 0
- In this, the first year of funding, three staff members were hired, and coordination between health and education providers on the state and local levels took place.

ILLINOIS

ACTING COORDINATOR: Julie Carter PHONE: 217/782-6601

STATE DIRECTOR: Joe Fisher PHONE: 217/782-6601

ADDRESS: Illinois Office of Education
Department of Specialized Educational Services
100 North First Street
Springfield, Illinois 62777

YEAR OF FUNDING: First

MAJOR PURPOSES:

- Development and implementation of a plan for the systematic coordination of services to exceptional children from birth through 5 years of age.
- Development of a network of technical assistance (training) and service which will support administrators, staff, parents, and organizations responsible for implementation of the coordination of services plan.
- Establishment of a data-based system for tracking birth through 5-year-old exceptional children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- The Illinois Office of Education has a new internal practice requiring subcontracting of portions of these kinds of grants. As of January 1, 1979, subcontractual arrangements have been made with Southern Illinois University School of Medicine, recruitment of staff has been initiated, and the technical assistance contract with WESTAR has been tentatively established.

INDIANA

COORDINATOR: Sara Cochran PHONE: 317/927-0232

STATE DIRECTOR: Gil Bliton PHONE: 317/927-0216

ADDRESS: Division of Special Education
Indiana Department of Public Instruction
Room 229, State House
Indianapolis, Indiana 46204

YEAR OF FUNDING: Second

MAJOR PURPOSES:

- To implement and revise a statewide technical assistance system for early childhood special education (ECSE).
- To continue to access information contained in the data bank of ECSE resources.
- To provide technical assistance to meet identified needs in all LEAs requesting project assistance.
- To conduct the second annual statewide Symposium on Early Education for Handicapped Children.
- To provide continuing follow-up consultation to LEA personnel.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 425
- Number of sites stimulated: 21

194 STATE IMPLEMENTATION GRANT

KANSAS

COORDINATOR: Phyllis Ellis PHONE: 913/296-3869

STATE DIRECTOR: James E. Marshall PHONE: 913/296-3866

ADDRESS: Special Education Administration
120 E. 10th St.
Topeka, Kansas 66612

YEAR OF FUNDING: Second

MAJOR PURPOSES:

The purpose of this project is to provide leadership and structure for statewide planning and development of early childhood education programs for handicapped children through: (1) state level coordination of planning and development activities, (2) systematic development of local level plans for early childhood education services to the handicapped, and (3) delivery of technical assistance to communities/public schools to aid them in the preparation and systematic implementation of their local plans.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- State-level interagency coordinating committee established for Child Find and SIG.
- Task Force appointed to study teacher certification for early childhood special education.
- Inservice workshops held for 273 participants.
- Public Awareness presentations made to 241 persons (includes 3 presentations to state-wide conferences).
- Local planning initiated in 21 communities.
- Incentive grants awarded to 8 LEA's for 3 planning and 5 direct service projects.
- Coordinated preservice and inservice sequence planning initiated with the State Department of Education and state universities.
- Products:
  - Community Needs Assessment and Instructions
  - Local Planning Procedures
  - Program Evaluation Checklist
  - Standard for Program Approval for Early Childhood Education for the Handicapped (DRAFT)
  - "Whispers", a slide-tape presentation on the need for early intervention

LOUISIANA

COORDINATOR: Ron LaCoste PHONE: 504/342-3635

STATE DIRECTOR: Henry Smith PHONE: 504/342-2591

ADDRESS: Special Education Services
State Department of Education
Capitol Station - P.O. Box 44064
Baton Rouge, Louisiana 70804

YEAR OF FUNDING: Second

MAJOR PURPOSES:

- Establish office for early childhood education of the handicapped and make the office responsible for the development and administration of preschool education programs and supportive services.
- Administer funds to support LEA preschool programs.
- Organize and conduct inservice.
- Coordinate services to handicapped preschoolers and their parents by various educational and social agencies.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 549 in 16 workshops
- Number of sites stimulated: from 25% - 75% parishes (of 66)
- Products:
  - Brochure on advantages of early education
  - Child Find brochure
  - Manual on screening and verification devices for preschool
  - Manual for preschool administrators

196 STATE IMPLEMENTATION GRANT

MAINE

COORDINATOR: Christine Bartlett PHONE: 207/289-3451

STATE DIRECTOR: John Kierstead PHONE: 207/289-3451

ADDRESS: Maine Department of Education and Cultural Services
Augusta, Maine 04333

YEAR OF FUNDING: Second

MAJOR PURPOSES:

The major purpose of this grant is to plan and implement an interdepartmental approach to the provision of services for preschool handicapped children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: (no information)
- Number of sites stimulated: 6
- Other accomplishments include a design for comprehensive project evaluation and passage of legislation appropriating $150,000 for project sites.

MINNESOTA

COORDINATOR: Kathleen McNellis PHONE: 612/296-5185

STATE DIRECTOR: John C. Groos PHONE: 612/296-4163

ADDRESS: Preschool Handicapped Program
State Dept. of Education
Capitol Square, 550 Cedar St.
St. Paul, Minnesota 55101

YEAR OF FUNDING: Second

MAJOR PURPOSES:

- To develop an information base for prekindergarten special education (services available through education and other agencies, personnel, sources of funding).
- To develop a framework of rules, policies, and procedures essential to program development and interagency coordination.
- To provide program support (training and technical assistance, information dissemination, models).
- To coordinate resources for prekindergarten/special education on state and local levels.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 798
- Number of sites stimulated: All school districts in Minnesota must now account for services to 4-year-old handicapped children.
- Rudimentary information system - statewide and regional: personnel, funding source, pupil age and disability, funding source.
- Rules, policies, procedures:
  - Proposed licensure, prekindergarten/special ed.
  - Draft standards.
  - Interpretation of federal and state laws and regulations regarding prekindergarten handicapped.
- Program support:
  - Preschool Incentive monies used to develop a network of leadership personnel (state consultant and eight regional consultants).
  - Minnesota is a replication site for RAPHYT model for preschool handicapped gifted.
- Interagency coordination:
  - State level: Health and Welfare, preschool screening; state law and regulations, procedural guidelines; Head Start draft agreement and policy, proposed guidelines.
  - Local level: Funding explanation, referral model, resources, sample contracts; suggested service alternatives for prekindergarten handicapped.

198 STATE IMPLEMENTATION GRANT

NEBRASKA

COORDINATOR: Harriet A. Egertson PHONE: 402/471-2471

STATE DIRECTOR: Gary M. Sherman PHONE: 402/471-2471

ADDRESS: 301 Centennial Mall South
Box 94987
Lincoln, Nebraska 68509

YEAR OF FUNDING: Third

MAJOR PURPOSES:

- Assist LEA's and other agencies in the implementation of new mandatory legislation for prekindergarten handicapped children.
- Assist parents through appropriate channels in assuming a more active role as the primary educators of and advocates for their young children.
- Develop a system to gather, maintain, and disseminate information relating to services provided to and needed by preschool handicapped children in Nebraska for the purpose of meeting present needs and assisting in future planning.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 400
- Number of sites stimulated: 25 (consolidation and development of services within planning regions).
- Dissemination of ToyBrary materials.
- Development of ToyBrary implementation manual.
- Continuation of Parent Resource Library.
- Development of draft rule for the implementation of preschool legislation.
- Needs assessment on teacher competencies.
- Development of draft criteria for the approval of private preschools.

NEW JERSEY

COORDINATOR: Vincentz Cianci PHONE: 609/984-4961

STATE DIRECTOR: Paul Parado PHONE: 609/984-5996

ADDRESS: Bureau of Program Development and Special Projects
State Dept. of Education
P.O. Box 2019
Trenton, New Jersey 08625

YEAR OF FUNDING: Second

MAJOR PURPOSES:

- Development of a model for identification and screening for children ages three to five.
- Development of a nondiscriminatory interdisciplinary assessment model.
- Introduction of a nationally validated preschool curriculum (High Scope Cognitively Oriented Curriculum).
- Development of guidelines for including parent training in locally initiated preschool programs.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of children served:
  - Identification and screening: 359
  - Assessment: (data not available)
  - Children in High Scope classrooms: 2,368
  - Parent training: (not applicable)
- Number of teachers or other personnel trained:
  - Identification and screening: 98
  - Assessment: 30
  - High Scope: 328 total personnel, 162 teachers
  - Parent training: (in process)
- Number of sites developed, identified by 800-number call-in service:
  - Identification and screening: 23 screening sites
  - Assessment: (not applicable)
  - Classrooms adopting High Scope: 53
  - Parent training: (in process)

200 STATE IMPLEMENTATION GRANT

NEW YORK

COORDINATOR: Laurence Gloeckler
Priscilla Fullington
PHONE: 515/474-2251

STATE DIRECTOR: Louis Grumet
PHONE: 515/474-5548

ADDRESS: New York State Department of Education
Office for Education of Children with Handicapping Conditions
Albany, New York 12234

YEAR OF FUNDING: First

MAJOR PURPOSES:

- To organize and coordinate, at state and local levels, services that are delivered to handicapped children below the age of five.
- To provide technical assistance and support to the network of direction centers so as to match the needs of handicapped children with the services available.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 150
- Number of sites stimulated: 17
- An interagency agreement between the Disabled Children's Program and the State Department of Education was established in order to jointly fund a direction center.

NORTH CAROLINA

COORDINATOR: Sue King, Chief Consultant
Mable Hardison, Consultant
PHONE: 919/733-3921

STATE DIRECTOR: Ted Drain
PHONE: 919/733-3921

ADDRESS: Division for Exceptional Children
State Dept. of Public Instruction
Raleigh, North Carolina 27611

YEAR OF FUNDING: First

MAJOR PURPOSES:

- The designation of demonstration sites in selected local education agencies which will serve as models to provide information, training, and technical assistance to other local education agency personnel interested in providing programs and services to young handicapped children.

- The creation of a communication network which enables representatives from public and private agencies serving young handicapped children to share information and to plan comprehensive preschool services.

- The development of collaborative efforts between and among the Division for Exceptional Children and Head Start; the Department of Human Resources (including Public Health, Social Services, Mental Health and Mental Retardation Services, Services for the Blind and for the Deaf, and the Council on Developmental Disabilities); and the Department of Administration for the purpose of coordinated preschool services for young handicapped children.

- The development of a family involvement program which provides education, skills, and guidance to family members for the purpose of understanding and accepting the young handicapped child and assisting in the child's growth and development process.

- The production of programmed training modules which provide in-depth presentations of the basic preschool program components and implementation procedures for educators of young handicapped children.

- An increased awareness of the needs of young handicapped children through the development of materials for use by educators, school board members, county commissioners, legislators, and the general public.

- Joint effort of the State Departments of Public Instruction and Human Resources in the development of an Early Childhood Plan.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 95

- Number of sites stimulated: 9

202 STATE IMPLEMENTATION GRANT

PENNSYLVANIA

COORDINATOR: Bernadette Riedy PHONE: 717/787-7459

STATE DIRECTOR: Gary Mabuch PHONE: 717/783-1264

ADDRESS: Bureau of Special and Compensatory Education
P.O. Box 911
Harrisburg, Pennsylvania 17126

YEAR OF FUNDING: Second

MAJOR PURPOSES:

- The development of interagency agreements (e.g., the interfacing of the Department of Public Welfare day care regulations and the Department of Education's 94-142 requirements).
- The development of interagency committees at the regional level.
- The location of handicapped children throughout the state and determination of the cost of services for them.
- The survey of early childhood special education programs.
- The development of a proceedings document from the ECSE Special Studies Seminar.
- The compilation of federal and state services in a booklet format.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: (no information)
- Number of sites stimulated: (no information)

PUERTO RICO

COORDINATOR: PHONE:

STATE DIRECTOR: Carmen M. Vazquez PHONE: 809/764-8059

ADDRESS: Calle Teniente Cesar Gonzalez
Avenida Calaf
Hato Rey, Puerto Rico 00919

YEAR OF FUNDING: First

MAJOR PURPOSES:

During the 1978-79 school year, an evaluation team will organize to locate, screen, evaluate and place handicapped children, ages three to five, in each of the education regions, thereby providing an opportunity to demonstrate feasible and replicable preschool practices for stimulating more and better services for preschool handicapped children and their families in Puerto Rico. Emphasis will be given to systematic training of parents and working in the home when appropriate. The evaluation teams will receive training in assessment and use of testing instruments.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: (no information)
- Number of sites stimulated: 2 regions
- Regional staff have been recruited for the two regions; once their employment has been finalized, training and assessment activities will commence.

204 STATE IMPLEMENTATION GRANT

SOUTH DAKOTA

COORDINATOR: Sharyl R. Wieseler PHONE: 605/773-3678

STATE DIRECTOR: Dr. George R. Levin PHONE: 605/773-3678

ADDRESS: Section for Special Education
Richard F. Kneip Building
Pierre, South Dakota 57501

YEAR OF FUNDING: Second

MAJOR PURPOSES:

- To coordinate with Maternal and Child Health Services, Department of Health, in implementing a comprehensive screening system in nine communities.
- To identify and coordinate with other agencies who provide services to early childhood handicapped children.
- To initiate new early childhood programs for the handicapped in five LEA's.
- To provide technical assistance to LEA's in the area of early childhood/special education.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 195
- Number of sites stimulated: 3 new sites
- Increased inter- and intra-agency coordination.
- Coordination with Maternal and Child Health Services to implement early childhood screenings in seven communities.
- Incorporation of all identification, evaluation, and placement guidelines, rules, and monitoring procedures for handicapped children under 8 years old with the State Section for Special Education.
- Products to date:
  - Preschool Guidelines
  - Parental Involvement Manual
  - Paper, "Implementation of Special Education Rules with Other Early Childhood Programs in South Dakota"
  - South Dakota Preschool Curriculum

TENNESSEE

COORDINATOR: Bette J. Berry PHONE: 615/741-2851

STATE DIRECTOR: Marion H. Parr PHONE: 615/741-2851
741-2963

ADDRESS: 103 Cordell Hull Building
Nashville, Tennessee 37219

YEAR OF FUNDING: First

MAJOR PURPOSES:

- To develop standards and guidelines for preschool programs for handicapped children including recommendations for certification standards for teachers of preschool handicapped children.
- To develop a statewide directory of services and a service matrix of services presently available for preschool handicapped children.
- To develop statewide inservice education for teachers and administrators of programs for preschool handicapped children.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: (no information)
- Number of sites stimulated: (no information)
- Initial development has begun on the standards and guidelines for early childhood special education, and consultation and initial developmental steps have occurred.
- A statewide service directory is currently being developed.

206 STATE IMPLEMENTATION GRANT

VIRGINIA

COORDINATOR: Mary Jo Bunce PHONE: 804/786-2673

STATE DIRECTOR: James T. Micklem PHONE: 804/786-2681

ADDRESS: Virginia Dept. of Education
Division of Special Education
Support Services
P.O. Box 6 Q
Richmond, Virginia 23216

YEAR OF FUNDING: First

MAJOR PURPOSES:

- To determine training and technical assistance needs of those persons working with preschool handicapped children.
- To survey resources already available on state and local levels.
- To provide additional resources for identified, unmet needs.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 0
- Number of sites stimulated: 0

WASHINGTON

COORDINATOR: Linda Espinoza PHONE: 206/753-0317

STATE DIRECTOR: William Hulten PHONE: 206/753-6733

ADDRESS: Special Services Division
Office of the Superintendent
of Public Instruction
Old Capitol Building
Olympia, Washington 98504

YEAR OF FUNDING: Third

MAJOR PURPOSES:

- Provide training and technical assistance to teachers and other staff in public school programs, developmental centers, Head Start centers and private schools through five university-based Regional Technical Assistance Centers.
- Field test and finalize Preschool Program Guidelines for dissemination to all preschool programs.
- Coordinate services to preschool handicapped children through the Early Childhood Task Force and determine the responsibilities of the agencies providing services.
- Develop and adopt teacher certification standards for teachers of young handicapped children.
- Serve as a clearinghouse for information in early childhood education for the handicapped through the dissemination and development of materials.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 24
- Number of sites stimulated: 5
- Statewide needs assessment of early childhood personnel completed.
- Preschool Program Directory disseminated.

208 STATE IMPLEMENTATION GRANT

WISCONSIN

COORDINATORS: John Melcher, Jim McCoy, Jenny Lange
PHONE: 608/266-1000, 608/266-9615

STATE DIRECTOR: Victor Contrucci
PHONE: 608/266-1649

ADDRESS: Wisconsin Department of Public Instruction
Division for Handicapped Children
126 Langdon Street
Madison, Wisconsin 53702

YEAR OF FUNDING: First Year, Second Cycle

MAJOR PURPOSES:

- Establish 300 EC-H units.
- Develop preservice and inservice requirements for EC-H teachers.
- Implement an intrastate technical assistance system termed Handicapped Childrens Technical Assistance Model (MATCH) (acronym biased in favor of the learning disabled).

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Number of people trained: 2,500
- Number of sites stimulated: 30
- Handbook of Exemplary Practices in Art, Music and Literature for Young Handicapped Children (available March, 1979).
- 10 EC-H Teacher Training Modules (available September, 1979).

RESEARCH ON EARLY ABILITIES OF CHILDREN WITH HANDICAPS (REACH)

FISCAL AGENCY: University of California-Los Angeles

ADDRESS: UCLA Department of Education PHONE: 213/825-2833
405 Hilgard
Los Angeles, California 90024

CO-DIRECTORS: Barbara K. Keogh & Claire B. Kopp

MAJOR ACTIVITIES FOR 1978-79:

- Beginning data collection and preliminary analysis of results for longitudinal study of handicapped and at-risk infants and children.
- Data collection for cross-sectional infancy studies in sustained attention, strategy production, language interaction, and self-awareness with normal and handicapped babies ranging in age from 12 to 24 months.
- Complete in-depth analyses of data collected in attention studies with school-aged children.
- Begin attention studies in preschool children.
- Apply tested measurement scales to temperament studies with handicapped children.
- Begin investigation of relationship between teacher-rated, idealized and actual pupil characteristics.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Completion of longitudinal study proposal.
- Development of research methodologies for cross-sectional, infancy, and preschool studies.
- Preliminary analysis of data collected in attention studies with school-aged children.
- Development of reliable measurement scales for temperament studies in normal children, preschool through sixth grade.
- Development of reliable measurement scales for teacher perception studies.
- Expansion of number of ring sites.
- Creation of a subject pool of normal infants and toddlers.
- Development of data form for compiling subject information (normal and handicapped).

- Establishment of liaison with community groups and programs serving normal infants (birth to 13 months) and preschoolers.

- Establishment of contact with preschools and nursery schools in the area.

KANSAS RESEARCH INSTITUTE FOR THE EARLY CHILDHOOD EDUCATION OF THE HANDICAPPED

FISCAL AGENCY: University of Kansas

LOCATION: The Institute originated from a collaborative effort of two departments of the University of Kansas:

Department of Human Development
130 Haworth Hall
University of Kansas
Lawrence, Kansas 66045
PHONE: 913/864-4840

Department of Special Education
377 Haworth Hall
University of Kansas
Lawrence, Kansas 66045
PHONE: 913/864-4954

CO-DIRECTORS: Judith M. LeBlanc & Edward L. Meyen

PURPOSES OF INSTITUTE:

One question capsulizes the activities of the Kansas Research Institute: What child characteristics interacting with what environmental characteristics produce what developmental outcomes among young children?

MAJOR ACTIVITIES FOR 1978-79:

Four areas of research are being conducted by the Kansas Institute:

1. Developmental Guides to Intervention--Developmental and environmental correlates of receptive language in the first year of life (Horowitz).

   - Instrument procedures sensitive to small increments in sensory-motor acquisition for normal and severely handicapped infants and young children (Guess and Rues).

2. Ecological Guides to Intervention--Child-family interactions associated with the etiology and remediation of family dysfunction (L. Embry).

   - Child-child interaction, including the social variables affecting the play behaviors of handicapped and nonhandicapped children (Peterson).

   - Development of social skills in handicapped preschool children (Cooper).

   - Child-teacher interactions, their patterns, content, and modification (Allen).

   - Child-setting interactions, including the transition from therapeutic to normal classrooms (Baer and Rowbury).

   - Design and utilization of printed education materials for young handicapped children (Baer, Rowbury, and D. Embry).

   - Strategies used by mothers of handicapped, at-risk, and normal children to teach language (Rogers-Warren).

3. Assessment Guides to Intervention

   - Assessment-guided intervention based on a discrimination learning model (Etzel).

   - Role of instructional variables in identifying, prescribing, and implementing optimal teacher procedures (LeBlanc).

4. Integrated Research

- Relationships among eco-behavioral and demographic measures obtained by Institute investigators (Foster).

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Development of a comprehensive research proposal that specifies research designs, procedures, topics, subjects, etc. over the period of the contract.

- Production of a series of comprehensive literature reviews on topics relating to the development and education of handicapped infants and young children.

- Foundation for Integrated Research Parameters which are common coding strategies, instruments, and procedures for multi-variate analysis to identify patterns of data families and children participating in Institute studies.

- BEH grant, "Analysis, Assessment, and Development of Family Support for Handicapped Preschool Children At Risk for Abuse" (L. Embry).

RESOURCES:

- Training and/or workshops on neonatal assessment, designing effective parent programs, academic programming for handicapped preschool children, and language remediation for preschool children.

- Comprehensive literature reviews on the following topics: receptive language of infants; social variables affecting early development; physical, ecological variables; direct instructional procedures; design criteria for instructional materials; learning assessment; instructional control variables; dissemination of research findings; infant operant conditioning; and motor development of severely and multiply handicapped children.

- Series of working-paper publications.

- Consultative services on child management (individual and group).

- Observational codes (classroom and home-based) developed at the Institute.

- Strategies for the management of research data.

Information on products and services is available from the Institute.

INSTITUTE FOR THE STUDY OF EXCEPTIONAL CHILDREN

FISCAL AGENCY: Educational Testing Service (ETS)

LOCATION: The Institute is a collaborative effort of two research-service organizations:

Infant Laboratory of ETS
Rosedale Road
Princeton, New Jersey 08541
PHONE: 609/921-9000, Ext. 2738

Roosevelt Hospital
Department of Pediatrics
428 West 59th Street
New York, New York 10019

DIRECTOR/CONTACT PERSONS: Michael Lewis, Director of Institute
Jeanne Brooks-Gunn, Associate Director/Coordinator of Research Unit; Nathan Fox, Coordinator of Detection Unit; Marci J. Hanson, Coordinator of Intervention Unit; Louis Z. Cooper, Chairman of Pediatrics Dept. at Roosevelt Hospital

PURPOSES OF INSTITUTE:

The Institute is designed to meet the growing need for productive and effective solutions to the problems of handicapped and at-risk children. It consists of four interactive units: detection, research, intervention and evaluation, and products and delivery. The major goals of the Institute are:

- To develop more effective techniques for early identifications of children at risk for developmental dysfunction.
- To design broader and more sensitive assessment tools to be used with known handicapped children.
- To collect a body of information on the development of normal, handicapped, and at-risk infant populations.
- To develop more effective methods of intervention for handicapped infants.
- To carry out systematic evaluation of the intervention techniques developed.
- To measure the relationship between the handicapped infant's development and the child's larger environment.
- To disseminate information gathered and educational and intervention techniques developed at the Institute.

MAJOR ACTIVITIES FOR 1978-79:

- Longitudinal study of low-birth-weight infants to detect those at risk (Roosevelt Hospital).
- Completion of data-gathering for Competency Assessment Profile.
- Development of intervention programs and curricula around process ("learning to learn") skills for parents and teachers.
- Replication and expansion of curriculum for Down's syndrome infants (Hanson, 1978).
- Development of curriculum modules based upon Competency Assessment Profile.

- Development and conduct of several small-scale basic research studies on the cognitive and social development of handicapped infants.

- Training of four predoctoral students.

ACCOMPLISHMENTS TO JANUARY 1, 1979:

- Completion of data collection for first wave of subjects for Competency Assessment Profile project.

- Completion of pretesting of neonatal and three-month assessment measures to be used by Identification Project.

- Beginning of data-gathering on neonates for Identification Project.

- Design of contingency devices to be used as part of "Learning to Learn" Curriculum within Intervention Unit.

- Beginning of implementation of Down's syndrome curriculum within Intervention Unit.

- Development and initial pretesting of measures/devices to be used for Contingency Research Project.

- Planning and implementation of research studies by predoctoral students.

- Participation in several inter-Institute meetings which focused on sharing of plans and findings among the Institutes.

- Participation in and presentations at several special education conferences and meetings.

CAROLINA INSTITUTE FOR RESEARCH ON EARLY EDUCATION FOR THE HANDICAPPED (CIREEH)

FISCAL AGENCY: Frank Porter Graham Child Development Center

ADDRESS: Frank Porter Graham Center
Highway 54, 071 A
Chapel Hill, North Carolina 27514
PHONE: 919/966-4121

Carolina Institute for Research
301 NCNB Plaza 322 A
Chapel Hill, North Carolina 27514
PHONE: 919/967-9221

DIRECTOR/CONTACT PERSONS:

Principal investigator and director of the Institute is James Gallagher. Assistant directors responsible for coordinating the implementation of research projects within the two programs are Rune Simeonsson (Moderately/Severely Handicapped Research Program) and Craig Ramey (At-Risk/Mildly Handicapped Research Program). The coordinator, Jean Gowen, is responsible for coordinating the activities of the two research programs within the Institute and serving as a liaison with the other three research institutes.

MAJOR ACTIVITIES FOR 1978-79:

CIREEH is a multidisciplinary and longitudinal research program involving two strategies to investigate problems of importance to preschool handicapped children and their families.

I. Identification and evaluation of significant child and family variables in early intervention of the handicapped. These descriptive studies focus on:
- The familial characteristics and particularly the characteristics of siblings of a group of children who are at high risk for socioculturally-caused mental retardation (Ramey).
- The network of family relationships predictive of adaptive behavior in handicapped children and their siblings (Schaefer).
- The role of parental involvement in preschool programs for young handicapped children (Wiegerink).
- The effects of preschool mainstreaming on parents and families (Turnbull).
- The characteristics of successful parents of moderately/severely handicapped children (Gallagher).
- The assessment and measurement of outcome success of moderately/severely handicapped children (Simeonsson).

II. Development and evaluation of intervention strategies and materials to prevent or ameliorate handicapping conditions. This approach incorporates two major intervention efforts, one with mildly handicapped and the other with severely handicapped, to:
- Develop and evaluate a parent education program to maximize the role of families in successful prevention of mild handicaps (Ramey, Wasik, and Sparling).
- Design and evaluate curricular strategies to maximize development of severely, multiply-handicapped children (Jens and Johnson).

ACCOMPLISHMENTS TO JANUARY 1, 1979:

Materials

- Pilot and final forms of instruments to assess parent involvement in programs, preschool mainstreaming, parent satisfaction with programs, parent child-rearing needs, family roles, parental adaptation, parents' infant development values and concepts, and the classroom behavior of children.
- Pilot forms of curricular strategies for severely, multiply handicapped infants and for education of parents of infants.
- Literature reviews and position papers on preschool mainstreaming, parent involvement, family correlates of achievement of children at risk for sociocultural mental retardation, and adult learning.
- Research report on parent involvement in programs for preschool handicapped children.

Studies in Process

- Longitudinal study to compare the effects of a center-based day care program with those of a home-based family education program for prevention of sociocultural mental retardation.
- Studies of parent involvement and parent satisfaction with programs for handicapped preschool children, preschool mainstreaming, family characteristics of children at risk for sociocultural mental retardation, characteristics of successful parents of moderately and severely handicapped, affective measures associated with developmental progress of severely multiply handicapped infants, and assessment of outcome success of moderately and severely handicapped children.

Other Activities

- Presentations have been made at professional conferences on the following topics: the development of curricula for handicapped infants, the assessment of mildly handicapped infants, the assessment of classroom behavior of preschool children, parent involvement in programs for handicapped children, and trends in funding.
- In cooperation with the other three research institutes, a data management system is being developed.

RESOURCES AVAILABLE:

Papers and Reports

Turnbull, A. P., & Blacher-Dixon, J. Preschool mainstreaming: An empirical and conceptual review. In P. Strain, & M. M. Kerr (Eds.), Mainstreaming handicapped children: Research and instructional perspectives. New York: Academic Press, in press.

Blacher-Dixon, J., & Turnbull, A. P. The what, why, and how of preschool mainstreaming. Unpublished paper, University of North Carolina, 1978.

Wiegerink, R., Posante, R., Bristol, M., & Hocutt, A. Parent involvement in early education for handicapped children: A review. Unpublished paper, University of North Carolina, 1978.

Wiegerink, R., Posante-Lo-o, R., & Bristol, M. Parent involvement in programs for handicapped preschool children. Unpublished paper, University of North Carolina, 1978.

Measurement Instruments

Wiegerink, R., Posante, R., & Bristol, M. Parent Satisfaction Scale.

Wiegerink, R., & Hocutt, A. Parent Involvement Survey.

Schaefer, E., & Edgerton, M. Classroom Behavior Inventory: Preschool Version.

Blacher-Dixon, J., & Turnbull, A. P. Survey on Preschool Mainstreaming: Classroom Implementation.

Turnbull, A. P., & Blacher-Dixon, J. Survey on Preschool Mainstreaming: Program Characteristics.

MOTON EDUCATION FOR THE HANDICAPPED PROGRAM (MEHP)
EARLY CHILDHOOD HANDICAPPED EDUCATION COMPONENT

FISCAL AGENCY: Robert R. Moton Memorial Institute, Inc.

ADDRESS: 2001 S Street N.W., Suite 601 PHONE: 202/797-3600
Washington, D.C. 20009

PROJECT DIRECTOR: Sandra Gales Young

SERVICES AVAILABLE:

Moton provides services relating to proposal stimulation and development through agency visitation, consultation in special interest areas, information services, and workshops in proposal writing.

In addition, Moton acts as a resource to TADS and WESTAR for technical assistance and training conferences based on identified needs of HCEEP projects. Technical assistance is provided in the following areas: staff development, evaluation, administration and management, services to children, and services to parents. Training conferences, workshops, and institutes are offered on these topics: content in early childhood special education, administration and organization skills, and program planning and evaluation.

PRODUCTS AVAILABLE:

These products have been developed by Moton and are available to HCEEP projects upon request: (1) Writing Measurable Goals and Objectives, (2) Proposal Writer's Checklist, (3) a workshop packet on P.L. 94-142, and (4) a staff development work plan.

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM (TADS)

ADMINISTRATIVE/FISCAL AGENCY: Frank Porter Graham Child Development Center, University of North Carolina--Chapel Hill

ADDRESS: 500 NCNB Plaza
Chapel Hill, North Carolina 27514

ACTING DIRECTOR: Pascal Trohanis

SERVICES AVAILABLE:

TADS provides technical assistance to the HCEEP Demonstration projects and State Implementation Grant projects in the states and territories east of the Mississippi River, with the exception of Illinois, Mississippi, and Wisconsin. In FY 1978-79 TADS serves 67 Demonstration projects and 10 State Implementation Grants (SIGs). TADS also maintains contact with and provides general information to Outreach projects and the Early Childhood Research Institutes.

TADS coordinates its technical assistance services to projects and SIGs through a central staff located in Chapel Hill, North Carolina, drawing upon consultants and other resources throughout the country to meet the needs of its client programs. Each program's needs are assessed jointly by the program staff and TADS. Plans to provide services designed specifically to address those needs are agreed upon by the program and TADS. Technical assistance services for demonstration projects may address needs in areas such as program planning, evaluation, curriculum and services to children, parent involvement, staff development, demonstration and dissemination, and project administration. For SIGs, technical assistance is available in the areas of program development and management, evaluation, personnel training, interagency cooperation and coordination, and communication/dissemination.

PRODUCTS AVAILABLE:

TADS has developed over the last seven years many publications as a part of its technical assistance services, including books, monographs, bibliographies, and manuals. A complete listing of TADS' products can be obtained by writing to TADS at the above address. TADS' most recent publications include: Planning for Evaluation: A Resource Book for Programs for Preschool Handicapped Children--Documentation (1978); Language Intervention: A Sampling of Selected Programs for Severe, Moderate, and Mild Impairments (1978); Product Listing: An Annotated Bibliography of Materials Developed by Eastern HCEEP Programs (1978); Infant Education: A Guide for Helping Handicapped Children in the First Three Years (1977); Early Education in Spanish-Speaking Communities (1978); Social-Emotional Development: The Preschooler (1978); and Teaching Parents to Teach (1976). TADS in collaboration with WESTAR produced Points of View: A State Implementation Grant Conference Proceedings Document (1978) and the 1977-78 and 1978-79 editions of the HCEEP Overview and Directory.

WESTERN STATES TECHNICAL ASSISTANCE RESOURCE (WESTAR)

FISCAL AGENCY: University of Washington

ADDRESS: University District Building, JD-06 PHONE: 206/543-8565
1107 NE 45th, Suite 215
Seattle, Washington 98105

PRINCIPAL INVESTIGATORS: Norris G. Haring, University of Washington; H. D. "Bud" Fredericks, Teaching Research; James Galloway, National Association of State Directors of Special Education

PROJECT COORDINATOR: Melvin G. (Bud) Moore

SERVICES AVAILABLE:

WESTAR, a consortium of the University of Washington, Teaching Research Division, and the National Association of State Directors of Special Education, provides technical assistance to HCEEP Demonstration and State Implementation Grant projects in the states and territories west of the Mississippi River plus Illinois, Mississippi, and Wisconsin. In addition, information and liaison services are provided to Outreach projects and Early Childhood Research Institutes in the same geographic region. In 1978-79, WESTAR serves 60 Demonstration projects and 12 SIGs.

WESTAR's consortium approach to delivering technical assistance is a reflection of its philosophy of providing services to its clients primarily through a centralized staff of early childhood specialists. Consultation is solicited from other experts in the field for technical assistance needs beyond the capabilities of the WESTAR staff.

Technical assistance is provided to demonstration projects in the areas of services for children, services for parents, staff development, demonstration/dissemination, administration, and evaluation. Technical assistance to SIG projects is provided in the areas of program development and management, personnel training, interagency cooperation, communication/dissemination, and evaluation. Services may be delivered on-site by WESTAR staff or consultants; at one of WESTAR's sites (UW, TR, NASDSE); at another project site; at topical conferences and workshops; by review and critique of project materials; and with printed resource information. Prior to the delivery of technical assistance, an individual project needs assessment is conducted. Subsequently, a technical assistance agreement is defined, agreed upon, and signed by the individual project and WESTAR.

PRODUCTS AVAILABLE:

WESTAR has developed or assisted in the development of several products. All products are disseminated to projects within the HCEEP network. Those currently available from WESTAR are: Ongoing Data Collection in the Classroom (1978); Points of View: A State Implementation Grant Conference Proceedings Document (1978); A Communicators' Handbook (1978); and the WESTAR Newsletter, a quarterly publication. Also, WESTAR has, in cooperation with BEH and TADS, produced the 1977-78 and 1978-79 editions of the HCEEP Overview and Directory. Currently in production stages are Parents as Teachers of Their Young Handicapped Children: An Annotated Bibliography for Parents and Professionals and proceedings documents from WESTAR evaluation and infant topical conferences.

APPENDIX A

HCEEP PROJECT LISTING

This list includes all HCEEP projects funded by BEH during 1978-79--demonstration projects, outreach projects, state implementation grants, early childhood research institutes, and technical assistance centers. Projects are listed alphabetically by state within each component. Identification numbers have been assigned, for purposes of this document only, as a means of accessing project abstracts.

DEMONSTRATION PROJECTS

001 ALABAMA, HUNTSVILLE
Top of Alabama Regional Handicapped Children's Early Education Program (TARESA)

002 ALASKA, FAIRBANKS
Project TEACH (Tanana Early Assistance to Children with Handicaps)

003 ARIZONA, PHOENIX
Up with KIDS (Uniting Parents with Knowledge and Information for the Development of Success)

004 ARIZONA, SCOTTSDALE
TAKE-OFF: A Program for the Assistance and Mainstreaming of the Young Handicapped Child

005 ARIZONA, TEMPE
Early Childhood Education for the Severely/ Multiply Handicapped (ECE-SMH Center)

006 ARIZONA, TUSCON
Arizona Behavior Analysis Model for Preschool Handicapped Children

007 ARKANSAS, MAGNOLIA
Handicapped Children's Early Education Program

008 ARKANSAS, MARIANNA
The Handicapped Early Childhood Program

009 ARKANSAS, TEXARKANA
A School-Home-Community Program for Three-, Four-, and Five-Year-Old Hearing Impaired Children

010 CALIFORNIA, FAIRFIELD
Program for the Unserved Handicapped Children in Solano County

011 CALIFORNIA, LOS ANGELES
Infant/Family Education Project

012 CALIFORNIA, LOS ANGELES
Integration of Handicapped and Normal Children from Birth to Three Years: A Model Demonstration Program

013 CALIFORNIA, MERCED
Infant Care--Rural Handicapped Children's Early Education Project

014 CALIFORNIA, OAKLAND
Parent-Infant Project

015 CALIFORNIA, RICHMOND
Full Potential Program

016 CALIFORNIA, SACRAMENTO
Preschool Primary Criterion Teaching/ Parent Training Project

017 CALIFORNIA, SAN FRANCISCO
The Responsive Demonstration Program for Handicapped Children

018 CALIFORNIA, SAN FRANCISCO
Shine Project

019 CALIFORNIA, SAN JOSE
Preschool Demonstration Project

020 COLORADO, BRIGHTON
Brighton Early Education Project (BEEP)

021 COLORADO, DENVER
A Music-Oriented Intervention Program

022 COLORADO, GRAND JUNCTION
Junction Early Education Programs (JEEPS)

023 CONNECTICUT, BRIDGEPORT
Early Childhood Psycho-Educational Intervention Program

024 CONNECTICUT, BRIDGEPORT
Project MARCH: Mainstreaming and Rehabilitating Children with Handicaps

025 CONNECTICUT, MANSFIELD DEPOT
Project Interface

026 DELAWARE, DOVER
Maximizing the Advocacy of Parents and Professional Staffs (MAPPS): An Early Childhood Diagnostic-Intervention Model

027 D.C., WASHINGTON
Project Upstart

028 D.C., WASHINGTON
Handicapped Infant Intervention Project (HIIP)

029 D.C., WASHINGTON
Living Stage Improvisational Theatre, Demonstration Project for Orthopedically Handicapped Children, Ages Three to Eight

030 D.C., WASHINGTON
Therapeutic-Educational Day Care for Infants

031 FLORIDA, MIAMI
Toddler Early Education Project

032 GEORGIA, ATLANTA
Family Intervention Project

033 GEORGIA, ATLANTA
Project PREP (Preschool Readiness Education Program)

034 GEORGIA, FORT VALLEY
Demonstration Project for Preschool Handicapped Children

035 GEORGIA, LAWRENCEVILLE
Family and Infant Program

036 IDAHO, MOSCOW
Educational Services for Handicapped Infants and Children (0-5 years): A Rural Model

037 ILLINOIS, KARNAK
LEEP-Little Egypt Early Childhood Program

038 ILLINOIS, MAYWOOD
Pre-Start: A Medical/Educational/Social/Psychological Model of Services for Premature High-Risk Infants

039 ILLINOIS, WEST CHICAGO
Project TRACE (Transitional Resource Addressing Children's Early Education)

040 INDIANA, BLOOMINGTON
Indiana Integrated Model Preschool Program

041 IOWA, DES MOINES
Operation Mouthful

042 KANSAS, KANSAS CITY
A Transdisciplinary Approach to the Evaluation of Severely/Multiply Handicapped Preschool Children

043 KANSAS, WICHITA
Project Aide

044 KENTUCKY, LEXINGTON
Eastern Kentucky Coalition Early Childhood Program for Severely Handicapped Children Ages Birth to Eight Years

045 KENTUCKY, LOUISVILLE
Louisville School for Autistic Children (LSAC) Demonstration Preschool Project

046 KENTUCKY, MURRAY
Project for Early Education of Exceptional Children (PEEEC)

047 KENTUCKY, OWENSBORO
The Identification and Management of Young Hearing-Impaired Children

048 LOUISIANA, LAFAYETTE
An Interdisciplinary Demonstration Program for Parent-Directed Home Management of Preschool Children with Moderate to Severe Handicapping Conditions

049 LOUISIANA, MONROE
Ouachita Parish Early Childhood Program for the Handicapped

050 LOUISIANA, NEW ORLEANS
Orleans Model for Preschool Handicapped

051 LOUISIANA, NEW ORLEANS
Preschool Emotional and Educational Program (PEEP)

052 MAINE, BIDDEFORD
Project Welcome

053 MARYLAND, BALTIMORE
Early Educational Intervention and Responsible Parenting Program

054 MARYLAND, EDGEWATER
Special Assistance for Early Education of the Handicapped (SAFE)

055 MARYLAND, ROCKVILLE
Developmental Evaluation Services for Children (DESC)

056 MARYLAND, ROCKVILLE
Early Education Project

057 MASSACHUSETTS, BILLERICA
Project BEAM (Billerica Early Assistance Model)

058 MASSACHUSETTS, GREENFIELD
Side by Side

059 MASSACHUSETTS, NORTHAMPTON
Rural Early Assistance to Children (REACH)

060 MASSACHUSETTS, SOMERVILLE
Neighborhood Support Systems for Infants

061 MICHIGAN, EAST LANSING
PATHWAYS, A Human Support System Model for Integrated Handicapped Children and Their Families

062 MICHIGAN, PLYMOUTH
Cross Categorical Infant-Preschool Special Education Program

063 MICHIGAN, WESTLAND
The Early Intervention Program, The Infant-Toddler Intervention Program

064 MINNESOTA, ST. PAUL
Project ENFOLD: A Parent, Public School, Day Activity Center Partnership

065 MISSISSIPPI, COLUMBUS
Demonstration Grant for Preschool Hearing- and Language-Impaired Children in a Rural Setting

066 MISSISSIPPI, MERIDIAN
Project STEP (Sequential Training Experiences in the Psychomotor Domain)

067 MISSISSIPPI, OXFORD
Project RUN

068 MISSOURI, COLUMBIA
Early Intervention Program

069 MISSOURI, ST. LOUIS
Handicapped Abused Children: An Intervention Model

070 MISSOURI, SPRINGFIELD
Comprehensive Early Education Services for Rural Handicapped Young Children

071 MONTANA, BILLINGS
Preschool Services for Handicapped Children in Rural Areas (Project Sunrise)

072 NEBRASKA, HASTINGS
Seek Out and Serve

073 NEVADA, LAS VEGAS
Project FAITH

074 NEW HAMPSHIRE, TILTON
Sorting Autism Variables in Education (SAVE)

075 NEW JERSEY, CAMDEN
Community Resources in the Education of Exceptional Preschoolers

076 NEW JERSEY, MONTCLAIR
Cognitive Linguistic Intervention Program (Project CLIP)

077 NEW MEXICO, ACOMITA
Acoma Early Intervention Project

078 NEW MEXICO, ALBUQUERQUE
Albuquerque Special Preschool Integration Project

079 NEW MEXICO, SANTA FE
New Vistas Three-County Demonstration and Service Center for Handicapped Preschoolers

080 NEW MEXICO, SHIPROCK
Navajo Special Education Early Childhood Development Program

081 NEW YORK, AMSTERDAM
Tecler Diagnostic Center 0-6 Program for Handicapped Children and Prenatal/Neonatal Assessment and Counseling Program

082 NEW YORK, BRONX
Infant and Toddler Learning Program

083 NEW YORK, BUFFALO
Training Program for Atypical Infants and Children

084 NEW YORK, ELMIRA
Elmira Mobile Resource Interdisciplinary Comprehensive Team for Educational and Therapeutic Support Services

085 NEW YORK, FLUSHING
Hospital Educational Liaison Program (HELP)

086 NEW YORK, NEW YORK
Language and Speech Therapy Program

087 NEW YORK, NEW YORK
Preschool Readiness Program for Handicapped Children

088 NEW YORK, YORKTOWN HEIGHTS
A Regional Demonstration Program for Preschool Handicapped Children

089 NORTH CAROLINA, BOONE
"I Will Do It" Project

090 NORTH CAROLINA, GREENSBORO
Kendall Intervention Demonstration (KID) Project

091 NORTH CAROLINA, RALEIGH
Project First Chance-Mainstream

092 NORTH DAKOTA, BISMARCK
Early Intervention Program for Children with Special Needs

093 OHIO, CINCINNATI
Infant Stimulation/Mother Training Project

094 OHIO, COLUMBUS
Early Infant Intervention Through Parent Interaction

095 OHIO, McARTHUR
Early Intervention for Handicapped Children in a Rural Area

096 OHIO, WORTHINGTON
Development of a Demonstration Program Model for Preschool-Age Handicapped Children

097 OHIO, YOUNGSTOWN
University Project: Structuring Toward Realistic Educational Alternatives in Mahoning County (UPSTREAM)

098 OREGON, BEAVERTON
Project SHAPE

099 OREGON, EUGENE
Center on Human Development Preschool Program

100 OREGON, PORTLAND
Child Neurology Clinic

101 PENNSYLVANIA, BUTLER
United Cerebral Palsy Infant Stimulation Program

102 PENNSYLVANIA, NORRISTOWN
The Infant and Family Project

103 PENNSYLVANIA, PHILADELPHIA
Model Services for Handicapped Infants

104 PENNSYLVANIA, SCRANTON
St. Joseph's Educational Recreation Program for Preschoolers

105 PENNSYLVANIA, YEADON
A Model Demonstration of a Comprehensive Early Education Program for Handicapped Infants and Toddlers

106 RHODE ISLAND, CHEPACHET
A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children

107 RHODE ISLAND, PROVIDENCE
Open House

108 RHODE ISLAND, WARWICK
Trudeau-Zambarano Active Stimulation Program

109 SOUTH CAROLINA, COLUMBIA
Project Scooter for the Hearing Impaired

110 SOUTH CAROLINA, HARLEYVILLE
A Model Demonstration Program for Preschool and Early Education of Handicapped Children in a Public School

111 TENNESSEE, MEMPHIS
Technical Educational Aids for Children with Handicaps (TEACH)

112 TENNESSEE, NASHVILLE
Family, Infant & Toddler Project (FIT Project)

113 TEXAS, AUSTIN
Early Education Curriculum and Family Assistance Training Program for Severely and Profoundly Retarded Multi-handicapped Children

114 TEXAS, AUSTIN
Project ForSight

115 TEXAS, BROWNSVILLE
The Handicapped Early Childhood Assistance Project

116 TEXAS, FORT WORTH
Psycho-Educational Treatment of Autistic Children--Demonstration of Teaching Concepts

117 TEXAS, HOUSTON
The Demonstration and Training Center for Handicapped Children Entering Early Childhood Education Classes from Infant Training Centers

118 TEXAS, LUBBOCK
Family Link I

119 TEXAS, SAN ANTONIO
Comprehensive Infant Intervention Program (CIIP)

120 VIRGINIA, CHESAPEAKE
Chesapeake Home Intervention Clinical School Program (CHICS)

121 VIRGINIA, RICHMOND
Early Intervention Program for Exceptional Children

122 VIRGINIA, SPRINGFIELD
A Noncategorical Early Childhood Program for Handicapped Children

123 WASHINGTON, FERNDALE
Home-Based Preschool

124 WASHINGTON, SPOKANE
The Model Preschool Project

125 WEST VIRGINIA, MORGANTOWN
Family and Infant Learning Program

126 WEST VIRGINIA, UNION
Remedial Early Education for Children with Handicaps (REECH)

127 WYOMING, LARAMIE
Wyoming Infant Stimulation Program (Project WISP)

OUTREACH PROJECTS

128 ALABAMA, UNIVERSITY
Rural Infant Stimulation Environment Outreach Assistance

129 CALIFORNIA, LOS ANGELES
DEAL--An Early Education Outreach Project

130 CALIFORNIA, PIEDMONT
Circle Preschool Outreach: Assisting Early Education Centers to Serve Exceptional Children

131 CALIFORNIA, SAN DIEGO
EARLY ON Program--Behavioral Assessment and Educational Planning for Multi-handicapped Children

132 COLORADO, ALAMOSA
Early Childhood Education and Home Intervention Outreach (ECEHIO)

133 COLORADO, BOULDER
Inclass Reactive Language (INREAL) Outreach

134 GEORGIA, ATHENS
Rutland Center-Developmental Therapy Technical Assistance Office

135 HAWAII, HONOLULU
Training in Early Education for Children with Handicaps (TEECH)

136 IDAHO, BOISE
Project Vision Up

137 ILLINOIS, MACOMB
Macomb 0-3 Regional Project

138 ILLINOIS, ROCKFORD
Project RHISE/Outreach

139 ILLINOIS, SCHAUMBURG
Schaumburg Early Education Center (Outreach)

140 ILLINOIS, URBANA
A Model for Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT)

141 ILLINOIS, URBANA
Precise Early Education for Children with Handicaps (PEECH Project)

142 INDIANA, BLOOMINGTON
Facilitative Environments Encouraging Development (FEED Outreach)

143 INDIANA, MUNCIE
Home Learning Center for Hearing Impaired Children and Their Parents

144 LOUISIANA, RUSTON
Louisiana Outreach Project for Preschool Handicapped Children

145 MAINE, CUMBERLAND
Project Maine Stream Outreach

146 MAINE, WATERVILLE
Project HELP ME/Outreach

147 MARYLAND, BALTIMORE
Outreach-Baltimore Early Childhood Learning Continuum

148 MASSACHUSETTS, DEDHAM
ERIN Outreach Program

149 MASSACHUSETTS, MEDFORD
Learning in Integrated Classrooms (LINC)

150 MASSACHUSETTS, QUINCY
Project Optimus/Outreach

151 MICHIGAN, ALPENA
TELSTAR Outreach Project

152 MICHIGAN, ANN ARBOR
Outreach for Early Intervention for Handicapped Infants and Young Children

153 MICHIGAN, MASON
Project Outreach for the Infant Program for Visually Impaired

154 MICHIGAN, SAGINAW
Preparing Mentally Handicapped Children for Public School Placement

155 MICHIGAN, YPSILANTI
High/Scope First Chance Outreach Project

156 MINNESOTA, ST. PAUL
Handicapped Children's Early Education Program

157 MISSISSIPPI, JACKSON
Early Education Center Outreach Project

158 MISSOURI, ST. LOUIS
Central Institute for the Deaf Early Education Project

159 MISSOURI, SEDALIA
Delivery of Services to Rural Preschool Handicapped Children

160 NEW YORK, NEW YORK
The Mini-Community for Disturbed Young Children-Outreach

161 NORTH CAROLINA, CHAPEL HILL
Chapel Hill Training Outreach Project

162 NORTH CAROLINA, POWELLSVILLE
Access to Mainstream--Outreach Training Project

163 NORTH DAKOTA, FARGO
A Comprehensive Preschool Program for Rural and Non-Urban Areas

164 OHIO, KENT
Education of Profoundly Handicapped Young Children Outreach

165 OREGON, MONMOUTH
Teaching Research Infant and Child Center

166 PENNSYLVANIA, READING
Family-Centered Resource Project (FCRP)--Outreach

167 PENNSYLVANIA, UNIVERSITY PARK
Handicapped Infants Comprehensive Outreach Model Program (HICOMP)

168 PENNSYLVANIA, YORK
Handicapped Children's Outreach Project

169 SOUTH CAROLINA, CLINTON
Early Education for Multi-Handicapped Children--Outreach

170 SOUTH CAROLINA, WINNSBORO
Early Education for Speech and Hearing Handicapped Outreach Program

171 TENNESSEE, NASHVILLE
Regional Intervention Program Expansion Project (RIP)

172 TENNESSEE, NASHVILLE
The Urban Observatory Outreach Project

173 TENNESSEE, TAZEWELL
Clinch-Powell Educational Cooperative--Outreach

174 TEXAS, AUSTIN
Austin Early Childhood Special Education (AECSE) Program--Outreach

175 TEXAS, DALLAS
KIDS Outreach (Kindling Individual Development Systems)

176 TEXAS, LUBBOCK
Developmental Education Birth Through Two--Outreach

177 TEXAS, WICHITA FALLS
A Program for Early Education of Children with Handicaps (PEECH Outreach)

178 UTAH, LOGAN
Project SKI*HI Outreach: A State-Wide Program for Identification and Language Facilitation for Hearing Handicapped Children Through Home Management

179 UTAH, LOGAN
Multi-Agency Preschool Outreach Project

180 VIRGINIA, CHARLOTTESVILLE
Education for Multi-handicapped Infants--Impact

181 VIRGINIA, NORFOLK
Norfolk Early Education for Handicapped Children (Individuals-in-Groups)

182 VIRGINIA, WILLIAMSBURG
Child Development Resources (CDR) Outreach Project

183 WASHINGTON, SEATTLE
The Model Preschool Center for Handicapped Children

184 WEST VIRGINIA, KEYSER
Project PUSH--Outreach

185 WISCONSIN, MILWAUKEE
Comprehensive Training Program for Infant and Young Cerebral Palsied Children

186 WISCONSIN, PORTAGE
The Portage Project

STATE IMPLEMENTATION GRANTS (SIGs)

187 ALASKA, ANCHORAGE

188 AMERICAN SAMOA, PAGO PAGO

189 CALIFORNIA, SACRAMENTO

190 COLORADO, DENVER

191 CONNECTICUT, HARTFORD

192 ILLINOIS, SPRINGFIELD

193 INDIANA, INDIANAPOLIS

194 KANSAS, TOPEKA

195 LOUISIANA, BATON ROUGE

196 MAINE, AUGUSTA

197 MINNESOTA, ST. PAUL

198 NEBRASKA, LINCOLN

199 NEW JERSEY, TRENTON

200 NEW YORK, ALBANY

201 NORTH CAROLINA, RALEIGH

202 PENNSYLVANIA, HARRISBURG

203 PUERTO RICO, HATO REY

204 SOUTH DAKOTA, PIERRE

205 TENNESSEE, NASHVILLE

206 VIRGINIA, RICHMOND

207 WASHINGTON, OLYMPIA

208 WISCONSIN, MADISON

EARLY CHILDHOOD RESEARCH INSTITUTES

209 CALIFORNIA, LOS ANGELES
Research on Early Abilities of Children with Handicaps (REACH)--UCLA

210 KANSAS, LAWRENCE
Kansas Research Institute for the Early Childhood Education of the Handicapped

211 NEW JERSEY, PRINCETON
The Institute for the Study of Exceptional Children--ETS

212 NORTH CAROLINA, CHAPEL HILL
The Carolina Institute for Research on Early Education for the Handicapped (CIREEH)--UNC

TECHNICAL ASSISTANCE CENTERS

213 D.C., WASHINGTON
Moton Education for the Handicapped Program (MEHP)

214 NORTH CAROLINA, CHAPEL HILL
Technical Assistance Development System (TADS)

215 WASHINGTON, SEATTLE
Western States Technical Assistance Resource (WESTAR)

APPENDIX B

HCEEP PROJECT INDEX

The index provides a key to specific pieces of information about HCEEP projects. Due to the general nature of the abstract format, there was considerable variation in the types of information included by individual projects. For this reason, the index does not represent a complete listing of each type of information for all projects. For example, some projects described their screening and assessment procedures using test names, which are included in the index. Others used more general terminology ("norm-referenced" or "criterion-referenced") and are not included.

A variety of descriptors and a listing of sequential project identification numbers comprise the index. As an example, demonstration projects which report using the Alpern-Boll Developmental Profile are listed by ID number under "Child Screening & Assessment Measures."

Included in the index are these categories: DEMONSTRATION--(1) fiscal agencies, (2) target handicapping conditions, (3) target ages, (4) service delivery sites (children), (5) service delivery targets, (6) intervention approach, (7) service delivery approach, (8) child screening & assessment measures, (9) parent program emphasis, (10) service delivery sites (parents), (11) parent involvement activities; OUTREACH--(1) fiscal agencies, (2) funding agency for continued service delivery, (3) outreach activities, (4) products, (5) JDRP-approved projects; STATE IMPLEMENTATION GRANTS--program activities; EARLY CHILDHOOD RESEARCH INSTITUTES--program activities.

DEMONSTRATION PROJECTS

Fiscal Agencies

Education agencies--1, 7, 8, 9, 12, 13, 15, 16, 20, 21, 26, 33, 35, 37, 39, 41, 46, 49, 50, 53, 54, 55, 56, 57, 58, 62, 63, 64, 66, 72, 75, 76, 78, 81, 84, 87, 88, 91, 95, 96, 98, 103, 106, 111, 113, 119, 120, 122, 123, 124, 126

Higher education--5, 6, 19, 34, 36, 40, 42, 43, 46, 47, 48, 61, 65, 68, 71, 73, 82, 89, 94, 97, 99, 109, 112, 118, 127

Hospitals/medical schools--11, 14, 30, 31, 32, 38, 51, 93, 100, 102, 104

Private nonprofit agencies--2, 17, 23, 24, 27, 29, 34, 44, 45, 52, 53, 60, 74, 83, 85, 86, 108, 115, 116

Public agencies--18, 22, 28, 59, 67, 70, 79, 90, 92, 101, 107, 110, 114, 117, 125

Indian tribes--77, 80

Other--105

Target Handicapping Conditions

Trainable mentally retarded--1, 2, 6, 7, 8, 10, 12, 15, 18, 19, 25, 26, 27, 31, 32, 33, 35, 36, 41, 46, 48, 49, 50, 52, 54, 55, 57, 58, 60, 61, 62, 63, 66, 67, 68, 70, 71, 72, 73, 75, 77, 78, 79, 80, 81, 82, 83, 89, 90, 92, 94, 98, 99, 100, 101, 103, 104, 105, 106, 108, 112, 113, 115, 118, 120, 121, 122, 124, 125, 127

Educable mentally retarded--1, 2, 4, 6, 7, 8, 10, 12, 18, 19, 20, 24, 25, 26, 27, 28, 31, 32, 33, 34, 35, 36, 41, 46, 48, 49, 50, 52, 54, 57, 58, 59, 60, 61, 63, 64, 66, 70, 71, 72, 75, 77, 79, 80, 81, 82, 83, 84, 87, 89, 90, 91, 92, 94, 95, 96, 97, 99, 101, 103, 105, 106, 110, 112, 115, 118, 120, 121, 122, 123, 124, 125, 126, 127

Learning disabled--1, 2, 4, 6, 7, 8, 15, 16, 19, 20, 22, 26, 28, 32, 33, 36, 39, 41, 46, 48, 50, 55, 60, 61, 62, 63, 70, 72, 76, 78, 84, 87, 91, 95, 97, 101, 106, 110, 118, 121, 122, 123, 126

Deaf-blind--1, 4, 13, 32, 73, 79, 90, 94, 96, 104, 115

Deaf-hard of hearing--1, 2, 8, 9, 10, 11, 13, 20, 25, 26, 28, 32, 36, 39, 41, 43, 46, 47, 48, 54, 55, 59, 61, 62, 65, 66, 70, 72, 73, 77, 79, 81, 87, 89, 92, 95, 96, 99, 106, 109, 110, 111, 115, 120, 123, 125, 126, 127

Visually handicapped--1, 2, 6, 8, 10, 12, 13, 18, 19, 24, 25, 26, 32, 34, 35, 43, 48, 52, 54, 55, 59, 60, 61, 62, 66, 67, 70, 73, 80, 83, 84, 86, 89, 90, 92, 94, 96, 101, 103, 104, 105, 110, 114, 115, 118, 121, 122, 125, 126, 127

Emotionally disturbed--1, 6, 7, 10, 12, 13, 15, 21, 22, 23, 25, 26, 32, 33, 35, 36, 39, 41, 45, 46, 48, 49, 50, 52, 53, 57, 63, 70, 71, 73, 79, 81, 84, 87, 89, 97, 104, 105, 106, 115, 118, 121, 122, 123, 126, 127

Speech impaired--1, 2, 4, 5, 6, 7, 8, 10, 11, 13, 15, 19, 20, 21, 22, 26, 28, 31, 32, 33, 34, 35, 36, 39, 41, 48, 49, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 65, 66, 68, 70, 71, 72, 73, 74, 75, 76, 79, 80, 81, 83, 84, 86, 87, 89, 90, 92, 95, 99, 100, 101, 103, 105, 106, 111, 115, 118, 120, 121, 122, 123, 124, 126, 127

Other health impaired--1, 2, 5, 6, 11, 12, 13, 14, 15, 24, 26, 35, 36, 41, 46, 48, 50, 52, 55, 57, 60, 61, 62, 63, 67, 70, 75, 77, 78, 79, 80, 83, 84, 85, 89, 90, 92, 93, 100, 101, 103, 104, 105, 110, 114, 115, 118, 121, 122, 125, 127

Orthopedically handicapped--1, 2, 6, 7, 8, 10, 11, 12, 13, 18, 20, 21, 22, 24, 25, 26, 29, 31, 32, 35, 36, 39, 41, 49, 52, 54, 55, 57, 58, 59, 60, 61, 62, 67, 68, 70, 71, 72, 73, 75, 79, 80, 81, 84, 87, 89, 92, 94, 95, 96, 99, 101, 104, 105, 106, 115, 118, 122, 124, 125, 127

Multi-handicapped--1, 2, 5, 6, 7, 8, 10, 12, 13, 15, 18, 19, 20, 24, 25, 26, 27, 30, 31, 32, 33, 35, 38, 40, 41, 42, 44, 46, 47, 48, 51, 52, 54, 55, 57, 59, 60, 61, 63, 65, 66, 67, 68, 70, 71, 72, 73, 75, 77, 79, 80, 81, 82, 83, 84, 89, 90, 92, 94, 95, 96, 97, 99, 100, 101, 103, 104, 105, 110, 111, 112, 113, 114, 115, 118, 120, 121, 123, 125, 126, 127

Target Ages

Birth to two--2, 4, 5, 10, 11, 12, 13, 14, 15, 18, 20, 23, 25, 26, 27, 28, 30, 31, 32, 35, 36, 37, 38, 43, 46, 47, 51, 52, 53, 54, 55, 57, 59, 60, 61, 62, 64, 65, 67, 68, 70, 71, 72, 73, 75, 77, 78, 79, 80, 81, 82, 83, 85, 86, 89, 90, 92, 93, 94, 96, 98, 99, 100, 101, 102, 103, 105, 108, 109, 112, 114, 115, 118, 120, 121, 122, 124, 125, 127

Three to five--1, 2, 4, 5, 6, 7, 8, 9, 12, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 58, 62, 63, 64, 65, 66, 67, 68, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 86, 87, 89, 90, 91, 92, 95, 96, 97, 98, 99, 100, 101, 102, 104, 105, 106, 108, 109, 110, 111, 113, 114, 115, 118, 120, 121, 122, 123, 124, 126

Six to nine--7, 8, 9, 15, 16, 23, 25, 29, 39, 41, 44, 45, 46, 47, 52, 65, 66, 67, 71, 74, 76, 79, 84, 86, 95, 98, 100, 104, 108, 110, 111, 113, 114, 122, 123, 126

Ten to twelve--15, 41, 44, 74

Thirteen to eighteen--41, 74

Service Delivery Sites (Children)

Home--8, 14, 32, 43, 44, 47, 59, 71, 89, 98, 103, 107, 118, 123, 125

Center/special school--3, 4, 12, 15, 19, 21, 22, 23, 24, 26, 27, 29, 30, 31, 34, 39, 40, 45, 47, 48, 49, 51, 52, 55, 61, 65, 66, 67, 69, 73, 74, 75, 78, 82, 84, 86, 94, 97, 101, 112, 116, 117, 122, 124

Home & center--1, 2, 5, 6, 7, 10, 11, 13, 20, 25, 33, 35, 36, 37, 42, 46, 53, 54, 57, 60, 62, 64, 68, 70, 72, 76, 77, 79, 80, 83, 88, 90, 92, 95, 96, 99, 105, 106, 109, 114, 115, 119, 121, 126, 127

Public school classroom--9, 16, 17, 31, 39, 41, 49, 50, 56, 58, 63, 81, 84, 87, 91, 111, 113, 120

Home & public school classroom--44, 110

Hospital--38, 100, 104, 108

Home & hospital--10, 28, 85, 93, 102, 108

Satellite home--18, 52, 77

Other--29 (theater), 77 (satellite home/home/center), 112 (clinics in rural areas)

Service Delivery Targets

Child--4, 5, 8, 9, 12, 15, 16, 17, 21, 24, 26, 27, 29, 31, 34, 39, 40, 41, 45, 49, 52, 56, 58, 61, 63, 65, 66, 74, 78, 81, 82, 84, 87, 90, 91, 94, 96, 97, 104, 106, 111, 113, 114, 117, 120, 122, 124

Parent & child--1, 2, 3, 6, 7, 10, 11, 13, 14, 18, 19, 20, 22, 23, 25, 27, 28, 30, 32, 33, 35, 36, 37, 38, 42, 43, 44, 46, 47, 48, 50, 51, 53, 54, 55, 57, 62, 64, 67, 68, 69, 70, 71, 72, 73, 75, 76, 77, 79, 80, 83, 85, 88, 89, 92, 95, 98, 99, 100, 101, 102, 103, 105, 107, 108, 109, 110, 112, 115, 116, 118, 119, 120, 121, 123, 125, 126, 127

Mother/primary caretaker--60, 93, 102, 127

Father--22, 59

Siblings--89, 101

Non-project professionals--86, 96, 100, 112

Intervention Approach

Behavioral--1, 5, 6, 13, 16, 20, 23, 33, 37, 45, 48, 51, 60, 68, 74, 75, 77, 90, 108, 123

Self-help/developmental--2, 5, 6, 7, 8, 10, 11, 19, 28, 31, 35, 39, 42, 45, 49, 51, 62, 69, 72, 74, 75, 79, 85, 90, 99, 102, 103, 111, 113, 114, 116, 117, 118, 123, 126

Social/emotional--2, 3, 4, 5, 10, 11, 17, 19, [illegible], 26, 29, 31, 34, 39, 44, 49, 50, 51, 52, 58, 66, 69, 70, 72, 74, 75, 78, 79, 87, 97, 99, 107, 112, 113, 114, 117, 118, 119, 123

Cognitive/academic--2, 3, 5, 6, 7, 8, 16, 17, 19, 21, 26, 34, 35, 39, 44, 50, 51, 64, 65, 66, 67, 70, 74, 75, 76, 79, 87, 90, 99, 106, 114, 117, 118, 119, 123

Sensory-motor/recreational--2, 3, 5, 7, 10, 11, 15, 19, 21, 22, 26, 27, 30, 31, 35, 39, 40, 44, 49, 50, 51, 57, 59, 66, 67, 70, 74, 75, 79, 82, 85, 87, 90, 95, 98, 99, 104, 112, 113, 114, 116, 117, 118, 119, 120, 123

Language/communication--2, 3, 5, 6, 7, 9, 10, 11, 15, 19, 21, 22, 23, 26, 28, 31, 35, 37, 39, 40, 41, 44, 45, 48, 49, 50, 51, 64, 65, 67, 70, 72, 74, 75, 76, 78, 79, 82, 84, 90, 95, 96, 97, 99, 111, 112, 113, 114, 116, 117, 118, 119, 120, 121, 123

Other--9 (lip reading and residual hearing), 109 (early identification of hearing loss)

Service Delivery Approach

Diagnostic/prescriptive--2, 3, 6, 7, 8, 9, 10, 11, 14, 15, 20, 21, 23, 25, 27, 28, 31, 33, 34, 35, 37, 39, 41, 42, 45, 46, 47, 48, 49, 50, 51, 53, 54, 55, 57, 60, 62, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 77, 79, 80, 81, 83, 85, 88, 89, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 105, 106, 107, 108, 109, 111, 112, 114, 115, 116, 117, 118, 119, 120, 121, 123, 124, 125, 126, 127

Inter/transdisciplinary--5, 24, 26, 36, 38, 39, 42, 43, 48, 53, 56, 59, 62, 71, 72, 84, 101, 104, 106, 123

Mainstream/reverse mainstream--1, 4, 12, 16, 17, 18, 19, 20, 32, 44, 47, 49, 52, 54, 56, 58, 61, 63, 76, 77, 78, 82, 86, 90, 91, 99, 106, 110, 122, 126

Other--13 (eclectic), 22 (total communication), 29 (creativity), 30 (sensory-Integration), 75 (developmental)

Child Screening & Assessment Measures

Alpern-Boll Developmental Profile--1, 2, 42, 48, 72, 77, 78, 88, 89, 118, 122, 123

Arizona Articulation Proficiency Scale--70, 126

Bayley Scales of Infant Development--10, 13, 14, 18, 20, 25, 28, 32, 35, 42, 43, 45, 51, 53, 57, 58, 59, 60, 68, 70, 73, 75, 83, 88, 90, 92, 93, 98, 99, 102, 103, 105, 107, 112, 125, 127

Brazelton Neonatal Assessment Scales--43, 82, 93, 102

Bzoch-League Receptive-Expressive Emergent Language Scale (REEL)--2, 10, 27, 28, 30, 43, 54, 57, 67, 70, 75, 78, 90, 96, 101, 108, 109, 120

Callier-Azusa Scales--42, 70, 114

Carrow Elicited Language Inventory--26, 72, 96

Carrow Test for Auditory Comprehension of Language--26, 86, 96

Cattell Infant Intelligence--27, 37

Denver Developmental Screening Test--4, 5, 7, 11, 13, 25, 38, 51, 57, 62, 65, 72, 73, 84, 86, 87, 96, 103, 107, 109, 110, 114, 115

Early Intervention Development Profile--10, 62, 70

Environmental Pre-language Battery--42, 120

Gesell Developmental Schedules--12, 26, 64, 67, 101, 102

Goldman-Fristoe Test of Articulation--23, 44, 86, 96, 120

HICOMP--101, 105

Haskin Squires Test for Reflex and Gross Motor Development--70, 108

Illinois Test of Psycholinguistic Abilities (ITPA)--6, 86

Infant Learning Accomplishment Profile--14, 27

Koontz Developmental Scale--75, 115

Learning Accomplishment Profile (LAP)--7, 13, 20, 23, 25, 28, 36, 52, 53, 54, 57, 62, 63, 64, 67, 72, 75, 77, 78, 84, 85, 87, 90, 91, 94, 96, 103, 110, 120, 121, 125, 126

Learning Accomplishment Profile--Diagnostic Edition (LAP-D)--19, 23, 33, 46, 47, 54, 109, 121

Leiter Test of Nonverbal Intelligence--10, 45

Lexington Developmental Scale--44, 56

Maladaptive Behavior Rating Scale--9,49

McCarthy Scales for Children--16, 20, 32, 35, 45, 47, 58, 61, 62, 68, 86, 91, 105, 106, 107, 122, 123, 126

Meacham Verbal Language Development Scale--37, 45, 70

Milani Comparetti Development Test--30, 32, 120

Northwestern Syntax Screening Test--26, 41, 96

Peabody Individual Achievement Test (PIAT)--16, 47, 110

Peabody Picture Vocabulary Test (PPVT)--6, 7, 16, 25, 33, 35, 37, 44, 45, 70, 72, 75, 78, 86, 96, 121

Pennsylvania Training Model & Individual Assessment Guide--30, 42, 104

Portage Behavior Checklist--1, 3, 7, 9, 35, 36, 51, 70, 75, 77, 78, 80, 81, 118, 121

Preschool Language Scale--54, 86, 96

Preschool Profile--49, 110, 123

SEED Developmental Profile--60, 127

Sensory-Motor Interpretation Scale--15, 120

Sequential Inventory of Language Development--10, 62

Slosson Intelligence Test--33

Ski*Hi Outreach Instrument--47, 109

Stanford Binet--6, 16, 34, 37, 45, 70, 90, 102, 110, 112, 120

Student Progress Record (Oregon)--98, 99, 100

TARC Assessment Inventory--42, 67, 113

Teaching Research Curriculum Placement Test--9, 20, 36, 49, 100

Test for Auditory Comprehension of Language--23, 62, 65

Uniform Performance Assessment System (UPAS)--2, 21, 31, 40, 50, 71

Utah Test of Language Development--16, 49, 90

Uzgiris-Hunt Infant Scales--82, 93, 112, 120

Vineland Social Maturity Scale--2, 13, 27, 35, 37, 43, 45, 53, 70, 75, 77, 87, 96, 110, 113

VMI (Beery Buktenica Test of Visual-Motor Integration)--26, 35, 37, 45, 121

Wechsler Preschool & Primary Scale of Intelligence (WPPSI)--45, 110

Zimmerman Preschool Language Scale--23, 57, 63

Parent Program Emphasis

Information--1, 4, 5, 7, 16, 20, 25, 30, 31, 36, 37, 38, 40, 45, 46, 55, 59, 70, 73, 74, 75, 78, 85, 86, 89, 90, 102, 103, 108, 117, 118, 126

Parenting skills--11, 13, 14, 15, 18, 21, 22, 23, 26, 30, 31, 35, 36, 37, 42, 43, 45, 46, 47, 50, 51, 53, 59, 60, 62, 63, 64, 68, 69, 70, 72, 73, 74, 75, 76, 77, 83, 85, 87, 88, 89, 90, 91, 92, 93, 97, 99, 102, 103, 104, 105, 107, 110, 112, 115, 116, 118, 119, 120, 121, 124, 125, 126

Teaching/intervention skills--1, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 19, 20, 25, 28, 29, 30, 32, 34, 35, 36, 37, 40, 41, 42

Parent groups/counseling--1, 2, 3, 4, 5, 6, 8, 12, 13, 14, 17, 18, 19, 20, 22, 24, 25, 27, 28, 30, 31, 32, 33, 35, 38, 39, 42, 43, 45, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 59, 63, 65, 70, 75, 76, 77, 82, 83, 84, 85, 87, 88, 93, 94, 96, 102, 105, 107, 110, 112, 113, 114, 115, 119, 121, 122, 125, 126

Other--117 (transition program), 120 (mother/child group)

Service Delivery Sites (Parents)

Home--6, 16, 19, 20, 21, 25, 33, 41, 60, 97, 98, 103, 116, 125

Center/hospital--17, 26, 28, 30, 35, 38, 48, 51, 54, 81, 82, 87, 96, 99, 120

Home & center/hospital--1, 3, 5, 7, 10, 13, 14, 15, 22, 32, 34, 37, 39, 42, 44, 45, 47, 50, 52, 56, 57, 58, 59, 61, 62, 63, 64, 67, 68, 69, 70, 71, 73, 74, 76, 79, 80, 83, 84, 85, 90, 91, 92, 93, 94, 95, 102, 104, 106, 107, 108, 109, 110, 113, 115, 118, 119, 122, 123, 124, 127

Parent Involvement Activities

Needs assessment & IEP--1, 5, 10, 13, 14, 16, 18, 20, 27, 38, 39, 43, 59, 64, 65, 68, 72, 78, 79, 92, 123, 126, 127

Materials--4, 45, 60, 73, 83, 86, 89, 97, 99, 103, 108, 111, 118, 120, 125

Classroom observation & participation--1, 3, 4, 5, 9, 17, 20, 21, 22, 23, 24, 29, 30, 31, 33, 35, 37, 42, 46, 47, 49, 50, 51, 52, 55, 56, 57, 58, 61, 62, 63, 64, 65, 67, 68, 69, 70, 72, 73, 74, 75, 76, 78, 81, 84, 87, 90, 92, 94, 99, 104, 106, 108, 109, 124, 127

Conferences with staff--1, 3, 4, 5, 7, 8, 10, 12, 13, 15, 16, 18, 19, 22, 24, 26, 30, 34, 36, 37, 38, 39, 42, 43, 44, 45, 48, 49, 52, 53, 55, 57, 58, 60, 61, 63, 64, 66, 68, 73, 74, 77, 78, 81, 84, 88, 91, 95, 97, 98, 99, 102, 104, 106, 111, 114, 115, 124

Groups (counseling, social, support)--1, 2, 3, 5, 6, 8, 11, 12, 13, 14, 19, 21, 22, 23, 25, 29, 31, 33, 34, 35, 38, 39, 41, 43, 45, 46, 47, 48, 51, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 75, 76, 77, 80, 81, 82, 83, 84, 85, 88, 91, 93, 94, 95, 96, 101, 102, 106, 107, 108, 109, 110, 112, 113, 115, 118, 119, 121, 122, 123, 125

Notes & newsletters--5, 16, 19, 39, 45, 57, 58, 61, 74, 78, 80, 84

Parent training workshops--5, 8, 9, 10, 14, 15, 16, 26, 27, 28, 29, 30, 31, 32, 35, 38, 41, 42, 44, 45, 46, 49, 50, 51, 54, 62, 63, 68, 69, 70, 71, 72, 73, 74, 75, 76, 78, 83, 85, 86, 87, 88, 89, 90, 91, 93, 99, 100, 101, 102, 104, 105, 115, 120, 121, 122, 126

Data collection--6, 41, 46, 48, 74, 79, 85, 89

Program/child advocates--10, 11, 13, 35, 51, 99, 106

Other--12, 35, 57 (raise funds), 22, 64, 107, 120 (planned activities for parent-child dyad), 60 (core mothers train client mothers), 86 (phone contact), 116 (observation of parent-child interaction in the home)

OUTREACH

Fiscal Agencies

Education agencies--129, 132, 139, 144, 145, 146, 147, 151, 153, 156, 161, 166, 170, 173, 174, 175, 176, 177, 184, 186

Higher education--128, 131, 133, 134, 135, 137, 140, 141, 142, 143, 149, 152, 164, 165, 167, 172, 178, 179, 181, 183

Hospitals/medical schools--180

Private nonprofit agencies--130, 136, 148, 150, 154, 155, 159, 160, 168, 182, 185

Public agencies--158, 161, 163, 167, 171

Combination--138

Other--157 (church)

Funding Agency for Continued Service Delivery

Education agencies--129, 130, 131, 132, 133, 134, 139, 140, 141, 144, 145, 146, 148, 151, 152, 153, 156, 162, 165, 166, 173, 174, 175, 176, 177, 182, 184, 186

Public agencies--130, 136, 137, 138, 154, 157, 162, 165, 169, 171, 178, 181, 182, 183, 185

Federal agencies--128, 129, 130, 142, 147, 150, 151, 154, 157, 160, 161, 163, 164, 167, 168, 170, 185

Higher education--133, 140, 141, 143, 149, 159, 180, 183

Private nonprofit agencies--135, 138, 150, 158, 172, 182, 185

Private contribution/foundations--128, 130, 150, 155, 182

Other--150, 185

Outreach Activities

Public awareness--133, 134, 135, 137, 138, 139, 140, 142, 144, 145, 146, 147, 149, 150, 151, 152, 153, 155, 156, 157, 159, 160, 161, 164, 166, 168, 169, 173, 174, 175, 176, 178, 180, 181, 182, 183, 184, 185, 186

Demonstration/dissemination--128, 130, 131, 135, 136, 137, 138, 139, 141, 142, 143, 145, 146, 148, 149, 150, 151, 152, 153, 156, 157, 158, 160, 161, 162, 164, 166, 167, 168, 169, 170, 172, 173, 174, 175, 176, 178, 180, 181, 182, 183, 185, 186

Stimulating sites--128, 129, 130, 131, 132, 133, 134, 136, 137, 138, 139, 143, 144, 145, 146, 147, 148, 152, 155, 157, 158, 159, 165, 166, 171, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 186

Training--128, 129, 130, 131, 132, 133, 135, 136, 137, 138, 140, 141, 143, 144, 145, 147, 148, 149, 150, 152, 153, 156, 157, 160, 162, 163, 164, 165, 166, 167, 169, 173, 174, 176, 178, 179, 180, 181, 183, 184, 185, 186

State involvement--130, 135, 137, 146, 149, 157, 159, 168, 173, 175, 180, 182, 184

General consultation--137, 146, 147, 148, 152, 156, 157, 159, 160, 163, 164, 169, 172, 177, 184

Program planning & evaluation--135, 136, 147, 153, 156, 159, 161, 167, 177, 179, 181, 183, 184, 186

Products

128--Development and Physical Management of Multi-Disabled Children, Talking Time is All the Time: A Speech and Language Guide for Parents, The RISE Computerized Curriculum

130--Live Oak Curriculum

131--Diagnostic Teacher's Handbook, Parent Training Manual, Self-Instructional Program Training Modules

135--Hawaii Early Learning Profile and Activity Guide (revision), Writing Behavioral Objectives (slide/tape), Positioning and Handling (slide/tape), Occupational Therapists' Skills Development (slide/tape)

136--Vision-Up Curriculum, Vision-Up Newsletter

137--Baby Buggy papers and books (parent/infant educators)

139--Piagetian Perspective: Assessment Model, Piagetian Perspective: Teacher Facilitation Role, Natural Context Language Intervention Model, Natural Context Model Classroom Structure

140--RAPYHT Model for Gifted/Handicapped Children

141--PEECH Model

142--FEED Curriculum (child development for 7th and 8th graders)

143--Inservice Training Manual (hearing impaired), 40 Videotapes for Parent and Teacher Training (e.g., parent involvement, audiological management, mainstream, etc.)

145--Our Schools, 8 books, 4 slide/tape presentations

146--Materials regarding early childhood and special education (unspecified)

148--Classroom observation activities, criterion-referenced checklists, parent workshop materials, teaching strategies in self-help, development, and academic readiness, program coordination

149--Mainstreaming slide/tape presentation, teacher training manual regarding early childhood intervention

150--Home program manual

151--Parent program manual, staff training manual

152--Preschool Developmental Profile, Parents on the Team

153--Get a Wiggle On (parents' book), Move It (parents' book), More Alike than Different (TV documentary)

156--Parent Involvement Manual, The Early News (newsletter), Role of Occupational Therapist in Preschool Program (slide/tape), Methods of Facilitating Speech and Language in the Classroom (slide/tape)

157--Newsletter

160--Early Intervention with Emotionally Handicapped Children (videotape)

161--Implications of P.L. 94-142 on Head Start programs (brochure), Handicapped Children in Head Start (training package)

162--6 training manuals, With A Little Help from My Friends: Access to Mainstream (film)

166--Attachment-Separation-Individualization Scale (A-S-I), Staff Development (training packet and slide/tape show)

169--Curriculum and materials

170--Staff and program development monographs

173--Parent training materials regarding health and educational needs

175--Project KIDS packages

178--Program manuals and flip charts, Ski*Hi tests, slide/tape sets and videotape packages, Outreach brochures and packets, newsletter

180--EMI assessment scale, curriculum materials, infant learning packets, EMI-ART: High-risk nursery intervention manuals, bibliographies

181--Individuals in Groups (assessment kit), Curriculum (10 theme booklets which include individual and group activities)

185--Pre-speech assessment scale

186--Portage Guide to Early Education, training and technical assistance materials

JDRP-approved Projects

JDRP-approved projects as of 1/1/79--134, 141, 148, 158, 165, 178, 183, 185, 186

STATE IMPLEMENTATION GRANTS

Program Activities

Public awareness--181, 194, 201

Needs assessment/information & referral systems--187, 188, 189, 191, 192, 197, 198, 201, 202, 203, 205, 206, 207

Product development & dissemination--187, 189, 190, 194, 195, 198, 199, 201, 202, 204, 207, 208

Stimulating sites/support existing sites--187, 188, 189, 190, 191, 192, 194, 197, 198, 200, 201, 204, 206, 207, 208

Training--188, 194, 195, 203, 205

Parent involvement--187, 188, 189, 190, 198, 199, 201, 203

Interagency coordination--187, 189, 190, 191, 192, 194, 195, 196, 197, 200, 201, 202, 204, 207

EARLY CHILDHOOD RESEARCH INSTITUTES

Program Activities

Research areas--longitudinal study of handicapped and at-risk children (209); Downs syndrome (211); infant attention, language, self-awareness, strategy production (209); infant receptive language and sensory-motor (210); preschool and school attention (209); cognitive and social development (211); social skills (210); temperament studies (209); familial characteristics (212);

center- vs. home-based intervention (212); interactions between: child-setting, child-family, child-child, and child-teacher (210); relation between teacher-rated, idealized and actual pupil characteristics (209); familial relationships (212); parental involvement (212); preschool mainstreaming (212)

Research techniques--observational codes (210); teacher perception and temperament scales (209); parent satisfactions, adaptation, and involvement (212); classroom behavior (212); preschool mainstreaming (212); child data form (209); coding strategies, instruments, and procedures for multi-variant analysis (210); parents' child-rearing needs (212); family roles (212); parents' infant development values and concepts (212)

Literature reviews--education and development of handicapped and normals (210, 211); receptive language of infants (210); physical ecology and social variables affecting early development (210); learning assessment (210); instructional procedures (210); infant and parent conditioning (210); motor development of severely and multiply handicapped children (210); preschool mainstreaming (212); parent involvement (212); adult learning (212)

Products--curriculum (210, 211, 212); receptive language curriculum for mothers (210); assessment and development of family support report (210); competency assessment profile (211); parent education program (212)

Training & consultation--209, 210, 211

APPENDIX C

IMPACT OF 1977-78 OUTREACH PROJECTS: HIGHLIGHTS OF AN ANALYSIS OF ANNUAL PROGRESS REPORTS

During the fall of 1978, BEH staff members conducted an analysis of the annual progress reports of outreach projects funded for 1977-78. The purpose of the analysis was twofold: (a) to provide a comprehensive overview of the impact of outreach efforts, and (b) to generate discussion of sample indicators of impact determined by BEH staff, outreach project directors, and selected evaluation consultants from 1976 to 1978.

Using the indicators of impact as a basis for analysis, BEH staff compiled the following data from the progress reports (with 60 of 64 funded projects reporting). Because of the variability of the information, data were not available for every project in regard to each indicator. Therefore, the statistics provide a conservative estimate of the impact of outreach projects.

AWARENESS

- Materials have been sent to every state and territory and to 17 foreign countries.
- 20 projects reported 5,434 persons visiting their demonstration-continuation sites.
- 14,979 persons/agencies requested follow-up materials from 28 projects.

PRODUCT DEVELOPMENT/DISTRIBUTION

- 24 projects distributed products to 116,544 persons/agencies.
- 17 projects developed 86 new products.
- One project distributed a questionnaire to all recipients of its products and determined that 376 programs are utilizing its materials and serving over 33,000 preschool handicapped children.
- Another project reported that their materials were used by 1,659 professionals serving 27,018 preschool handicapped children and their families.

STIMULATING SITES

Replication Sites

- 51 projects reported providing outreach assistance to 591 replication sites serving 13,041 preschool handicapped children and their families (39 projects reported the number of children served in sites).
- Replication site agencies included LEAs, SEAs, mental health programs, mental retardation programs, deaf/blind institutes, other state supported programs/schools, Head Start, Indian Head Start, migrant Head Starts, migrant councils, Indian tribes, universities, Economic Opportunity Councils, hospitals/medical centers/medical clinics, United Cerebral Palsy, Developmental Disabilities Programs, training centers, day care centers, ARCs, Easter Seals, and other private nonprofit agencies (e.g., kindergartens).
- Funding sources for replication sites included LEAs, SEAs, mental health, mental retardation, Head Start, universities, child care, Division of Family and Children's Services, CETA, donations, tuition, P.L. 94-142, Title I, Title XX, and Title VI-B.
- 43 projects focus on in-state efforts, 25 on out-of-state efforts, and 24 on both.
- One project reported serving 26 sites in 11 states; these 26 sites served 703 children with 238 staff members supported by $2,163,534 from local/state sources--which equals a return of over $15 service dollars for each outreach dollar.
- 24 projects provided summaries of child progress data from replication sites.
- 4 projects reported utilizing replication sites as second generation outreach sites.

Demonstration-Continuation Sites

- 31 demonstration-continuation sites provided services to 3,967 preschool handicapped children and their families.
- Demonstration-continuation sites were able to obtain continuation funding from LEAs, SEAs, CETA monies, universities, mental health and mental retardation programs, and Titled monies.

Training Sites

- 24,849 persons at various levels of training received training from 43 projects.
- 16 projects reported internship/practicum relationships with universities/colleges.

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- 10 projects had cooperative agreements with universities/colleges for provision of course credit for training.
- 25 projects reported data on training effectiveness, many emphasizing competency-based approaches.
- Almost all reporting projects provided some training to given target audiences on the meaning and implementation of P.L. 94-142.

STATE COORDINATION AND INVOLVEMENT

- 14 projects reported involvement in state planning efforts for early childhood state plans.
- 24 projects were members of state consortia of HCEEP projects.
- 6 projects reported working with SEAs in developing/refining certification standards for early childhood/special education.
- 14 projects have obtained related funding for their efforts from Head Start (RAPs and regional monies), Division of Personnel Preparation, National Diffusion Network, Research Projects Branch, and state monies.